



Virginia School Consortium for Learning
(formerly VSUP)
Professional Development Conferences
2018-2019

On-Line Registration & More Information Available on VaSCL website:

www.vascl.org

(VaSCL website can also be accessed through: www.vsup.org)

VaSCL Professional Learning Opportunities are OPEN to ALL Virginia Educators!

GENERAL ENGAGEMENT

Tuesday, November 13, 2018, AND Tuesday, January 29 * [The DBQ Project: Inquiry, Dialogue, and Evidence-Based Writing \(Grades 6-12\)](#) - Chip Brady

Tuesday, December 4, 2018 * [The Trauma Sensitive Classroom: Cultivating Mindfulness and Compassion to Support Learning \(Grades K-12\)](#) - Patricia Jennings

LITERACY & NUMERACY

Wednesday, January 30, 2019 * [Desmos: Calculator + Instructional Tool \(Grades 3-12\)](#) - Nolan Doyle, Larry Burner, Deb Crawford, and Amanda Rickard

Thursday, January 31, 2019 * [Organizing Early Elementary Reading Instruction \(Grades K-2\)](#) - Susan Thacker-Gwaltney

Tuesday, March 19, 2019 * [Student-Centered Assessment: Differentiation to Match Tasks to Students \(Grades Pre K-5\)](#) - Kateri Thunder & Alisha Demchak

VaSCL Professional Development Conferences

2018-2019

Conferences (by Date) with Details

Please NOTE: VaSCL PD Conferences for 2018-2019 offer some sort of follow-up or support (which is included in the basic registration fee) to encourage participants to implement what they have learned during the “in-person” sessions and to make these professional learning opportunities more on-going.

[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)

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

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

[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.

[Desmos: Calculator + Instructional Tool \(Grades 3-12\)](#)

Date: Wednesday, January 30, 2019

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, January 11, 2019

Presenters: Nolan Doyle, Our Virginia Desmos Fellow (Chesterfield County Schools); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor, (Frederick County Schools); and Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools)

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

Description: Spend a day with desmos, learning how to integrate this interactive tool into your instruction! During this workshop you will be given the opportunity to explore this exciting new instructional tool according to your own level of prior experience as a user of desmos and for the specific grade/course that you teach. Starting in the Spring of 2019, [desmos](#) calculators will be available on Virginia's Standards of Learning mathematics assessments: Grade 4-Algebra II EOC testing. This workshop will prepare you to help your students feel confident using the desmos calculator on the SOL tests that will be given at the end of the current school year. In addition, during the workshop you will be able to examine the many different features of this free, game-changing instructional tool. There will be a variety of Break-Out sessions offered which will allow you to explore the different desmos resources at your own individual comfort level. You will be given the chance to investigate all of desmos' features, from animating objects and functions to creating lessons and activities. Throughout the day, you will also be networking with other classroom teachers and instructional leaders to share strategies that have been and/or might be successful in your classrooms and schools.

[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.

[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.