Conferences (by Date) with Details

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.

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.
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.

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.
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.

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.

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.
The DBQ Project: Inquiry, Dialogue, and Evidence-Based Writing (Grades 6-12)
Date: Tuesday, November 6, 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 5, 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.

Annual Student Leadership Conference (Grades 9-12)
Date: Thursday, November 15, 2018
Location: Holiday Inn, Charlottesville, VA
Registration Fee: FREE to participants from VaSCL Member High Schools
Registration Deadline: Friday, October 12, 2018
Presenter: Rachel’s Challenge
Audience: Teams of Students (Grades 9-12) and Faculty Advisors from VaSCL member high schools
Description: The 2018 Annual Student Leadership Conference will continue to focus on the “Community Engagement and Civic Responsibility” strand of the VDOE “Profile of a Virginia Graduate,” with a particular emphasis on how schools can become more inclusive and nurturing communities. Rachel’s Challenge strives to foster academic achievement and social-emotional learning by focusing on the connection between students, faculty, and staff, thus promoting a culture of kindness and compassion that leads to safer, more supportive schools. Information about this year’s Annual Student Leadership Conference will be sent in August to VaSCL Steering Committee Representatives, who will be asked to share the information with all of the high school principals in their division. Each VaSCL high school is invited to send a team of students with a Faculty Advisor to participate in the Student Leadership Conference, which is FREE to VaSCL divisions as a benefit of membership. Faculty Advisors from high schools that wish to participate in this year’s VaSCL SLC will be asked to register their team of students. More information about the VaSCL Student Leadership Conference, as well as the online registration form for Faculty Advisors to complete for their team of student leaders, will be available in August.
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.

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.
**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.

**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.