

ELEMENTARY SUMMER INSTITUTE

June 18-19, 2019

SYRACUSE
HIGH SCHOOL

CONFERENCE PLANNER 2019

Maximizing
METACOGNITION



Welcome to the DSD Summer Institute!

We are very excited to spend these two days with you! This document includes information you need to know, a planning worksheet, session descriptions, and a map of the school.

- The check-in table in front of the auditorium on Tuesday will have your name badge, materials, and staff to answer questions you might have.
 - Sessions are on a “first-come” basis, so please choose an alternate just in case your first session choice is full.
 - Suggested to bring: jacket/sweater, water, personal snacks, notebook/pencil, connected device (smartphone/tablet/laptop)
 - Lunch is provided each day. We will have some vegetarian, vegan, and gluten-free options. If you have other dietary concerns, please plan for your own snacks and lunch.
 - RELICENSURE POINTS: Each participant who attends the full two days will receive 6 relicensure points per day.
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MOBILE APP: SCHED

Access the schedule and download all the handouts and slide decks!

1. The SCHED App is available for iOS, iPad, Android Phone/Tablet, Windows Phone, and Windows Tablet. Go to Google Play or the App Store and search for SCHED in the app search.

2. Open the app and search for 2019 DSD Summer Institute or type the URL into the web browser:
<https://2019dsdsummerinstitute.sched.com/>

3. Login and select your desired sessions to create a personalized schedule.

PROFESSIONAL LEARNING LIBRARY

Don't want to wait for your book to arrive? Access over 250 books that align with Evaluate Davis Standards.

<https://www.davis.k12.ut.us/employees/professional-learning-library>



Conference Planning Worksheet

Browse the following pages that describe the various sessions to be offered each day. There will be FOUR sections: Plan, Teach, Check and Environment. You may choose **2 sessions from EACH section** and write your choices on the lines provided. Sessions are first-come and may fill, so include an alternate on your worksheet. *NOTE: All sessions are repeated within each section time. (Example: All PLAN sessions run at 9:10 and then again at 10:20.)*

Tuesday, June 18, 2019

8:00 - 8:30	Arrival and Check-in (South or West doors)
8:30 - 9:00	Welcome and Keynote: Dr. Louise R. Moulding, PhD (Auditorium)
9:10 - 10:10	<u>Session 1</u> - PLAN (all PLAN sessions running)
1st Choice	_____
alternate	_____
10:20 - 11:20	<u>Session 2</u> - PLAN (all PLAN sessions running)
1st Choice	_____
alternate	_____
11:20 - 12:00	LUNCH (Cafeteria)
12:00 - 12:30	"Meet the Specialist" -Come meet your support team! (Main Hall)
12:30 - 1:30	<u>Session 3</u> - TEACH (all TEACH sessions running)
1st Choice	_____
alternate	_____
1:40 - 2:40	<u>Session 4</u> - TEACH (all TEACH sessions running)
1st Choice	_____
alternate	_____

Wednesday, June 19, 2019

8:30 - 9:30 **Session 5 - CHECK** (all CHECK sessions running)

1st Choice _____

alternate _____

9:40 - 10:40 **Session 6 - CHECK** (all CHECK sessions running)

1st Choice _____

alternate _____

10:50 - 11:50 **Session 7 - ENVIRONMENT** (all ENVIRONMENT sessions running)

1st Choice _____

alternate _____

11:50-12:30 LUNCH (Cafeteria)

12:40 - 1:20 **Commit to Action** (Grade Level Rooms - See below)

1:30 - 2:30 **Session 8 - ENVIRONMENT** (all ENVIRONMENT sessions running)

1st Choice _____

alternate _____



Commit to Action Sessions Collaboration for Success!

These grade-level breakout sessions give you the opportunity to work with another teacher in your grade to tune your implementation plans. Grade levels will meet in these rooms:

**K: 1108
3: 1105**

**1: 1110 & 1116
4: 1201
6: 1214**

**2: 1112 & 1113
5: 1208**



EVALUATE
DAVIS

THE INDICATORS

for Classroom Educators

PLAN

- P.1** Analyzes and uses ongoing assessment data to guide instructional planning
- P.2** Designs instruction to meet or exceed DESK standards
- P.3** Constructs relevant, meaningful¹ learning experiences which meet individual learning needs
- P.4** Sequences² and scaffolds³ lessons which balance depth with breadth⁴

TEACH

- T.1** Articulates⁵ learning goals, content, instructions, and expectations clearly
- T.2** Engages students through a variety of best practice instructional strategies to achieve learning goals⁶
- T.3** Utilizes instructional time wisely and paces⁷ effectively
- T.4** Displays enthusiasm and clear interest in the subject while ensuring students learn
- T.5** Uses instructional strategies to promote higher levels of thinking⁸

CHECK

- C.1** Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or to guide re-teaching or enrichment activities⁹
- C.2** Provides opportunities for students with diverse learning needs¹⁰ to demonstrate understanding
- C.3** Provides specific, timely, and ongoing formative feedback¹¹ to inform students of progress
- C.4** Provides opportunities for students to set personal academic goals and self-assess progress¹²

ENVIRONMENT

- E.1** Fosters an environment where educators and students are positive and respectful
- E.2** Demonstrates caring and understanding within an environment of high expectations¹³
- E.3** Creates an inviting and safe learning environment through effective classroom organization, procedures, and behavior management¹⁴

PROFESSIONALISM

- PRO.1** Engages in self-reflection¹⁵ and professional learning for continuous growth and expertise in content and pedagogy¹⁶
- PRO.2** Collaborates and cultivates productive relationships with staff, students, parents, administrators, and community¹⁷ to improve learning
- PRO.3** Approaches challenges and changes positively in a problem-solving manner
- PRO.4** Makes professional contributions to school, district, and school community¹⁸

***All employees must consistently adhere to school, district, and state policies and procedures*

SECTION: PLAN

Effective educators plan instruction and assessments designed to support students in meeting rigorous learning goals as outlined in the Utah State Core standards. Through careful planning of relevant and meaningful learning experiences, effective educators address student strengths and challenges while balancing the best instructional strategies with an understanding of individual student needs.

CONCEPT MAPPING IN A BOLD CLASSROOM (P.2 & P.3)

Room # 1216

Grades K-6

By: Pam Wood, ELA Coordinator and Megan Moench, Vally View Elementary

This class will help develop students' thinking and illuminate how their ideas relate to one another. Using the high-effect size strategy of concept mapping puts students in the driver's seat, giving them choice about how to organize their thinking. We will share this within a BOLD School framework.

Reference book: Bold School by Weston Kieschnick

USING ONE NOTE TO FACILITATE BLENDED LEARNING (P.3)

Room # 1214

Grades 3-6

By: Hollie Fisher, Lakeside Elementary

In this session you will learn how to create a playlist in OneNote to use for blended learning opportunities in and outside of your classroom. The playlist, or resource pages, can be used in the Station Rotation, Flex, or Flipped models of blended learning. You will see examples of playlists and ways to use them in your classroom to personalize learning. You will leave with a clear idea of how to plan blended learning lessons using OneNote.

Reference book: Math for the Gifted Student: Challenging Activities for the Advanced Learner

FUN & CREATIVE ART INTEGRATIONS (P.2)

Room # 1228

Grades K-6

By: Katie Francis, Elementary Visual Arts Instructional Coach

This session will give you some tips and tricks to easily add visual art into almost any lesson during the planning process! Come and discover how easy it is to create art with your students AND enhance core learning.

ORGANIZE YOUR TEACHER LIFE WITH CANVAS (P.3)

Lab # 1304

Grades K-6

By: Dani Sloan, Utah Education Network

In this session teachers will learn how to organize their Canvas course, how the calendar tool works on the teacher and student end, and why modules are the best place to start with Canvas.

ST MATH: I HAVE DATA, NOW WHAT? (P.1)

Room #1112

Grades K-6

By: Alejandro Saine, Sand Springs Elementary

ST Math is not just a fun app for students to play with, it's an amazing resource for curriculum, assessments, and data. Together we will explore how to use all of those resources and to best take advantage of all the data.

THERE'S NO NEED TO FEAR NEARPOD (P.2)

Room # 1201

Grades K-6

By: Darci Shepherd, Eagle Bay Elementary

Feel fearless as you use Nearpod to help plan and implement lessons that increase student engagement and accountability. Learn ways to use Nearpod technology to increase opportunities for peer feedback and problem solving.

SETTING UP FOR STUDENT SUCCESS: PLANNING A BLENDED CLASSROOM (P.3)

Room # 1110

Grades K-6

By: Stephanie Burns, Snow Horse Elementary

This class will introduce you to the rotation model based on Bold School teaching. You will be able to participate in rotations and receive ideas on how to plan for students to track their progress and set goals, deepen their understanding, and use technology as a tool to help support their learning.

Reference book: Bold School by Westin Kieschnick

WHAT TO DO WHEN YOU DON'T KNOW WHAT TO DO: CREATING A TOOLBOX FOR PROMOTING POSITIVE STUDENT BEHAVIOR (P.1)

Lab # 2701

Grades K-6

By: Steve Loveland and Devin Healey, Tiered Supports Coordinators

Learn about a couple tools for promoting successful student behavior within your classroom: 1) A research-based self-assessment for identifying strengths and areas of improvement, and 2) An easy-to-use app for selecting appropriate interventions for struggling students.

Reference book: Explicit Instruction by Anita Archer & Charles Hughes

QUICK ACCOMMODATIONS FOR ALL LEARNERS (P.3)

Room # 1105

Grades K-6

By: Ereng Engar and Bradie Ormond, Special Education

Identify and use strategies for having tests and assignments read aloud and shortened assignments. The strategies will cover the following instructional contexts: online content, iPads, Microsoft Word, PDF's, and paper based content.

Reference book: Hit Refresh by Satya Nadella

THE ENGINEERING DESIGN PROCESS FOR ELEMENTARY STUDENTS (P.2)

Room # 1113

Grades K-6

By: Jessica Constant, Syracuse Jr. High

Engineering is an important component of STEM. But what should it look like in the K-6 classroom? In this session, participants will learn the importance of elementary engineering, the engineering design process, and how to facilitate authentic engineering work.

Reference book: Engineering in Elementary STEM Education by Christine M. Cunningham

BECOMING A TEACHER LEADER (PRO.2 & PRO.3)

Room # 1108

Grades K-6

By: Jeni Hall, Bountiful Elementary

What is leadership? What does it mean to be a teacher leader? What knowledge, dispositions, and skills are needed for teacher leadership? Learn how to grow as a teacher leader so you have the tools to make positive changes for your school culture.

Reference book: Every Teacher a Leader by Barbara B. Levin & Lynne Schrum

TEACHING CURRENT SCIENCE CURRICULUM USING THE NEW 3D MODELS AND STRATEGIES (P.2)

Room # 1208

Grades K-6

By: Liz Wiser, Bountiful Elementary

Learn how to incorporate 3D science strategies and methods into your current science curriculum in preparation for the upcoming changes in science standards. The focus will be on structuring lessons to help students gather information about their world, reason to explain phenomenon, and communicate their explanations to others. Science and Engineering Practices and Cross-Cutting Concepts will be emphasized.

Reference book: Teaching Science is Phenomenal by Brett Moulding

UNLEASH THE POWER OF PHONEMIC AWARENESS IN BUILDING READERS & WRITERS PART 1 (P.2 & P.3)

Room # 1116

Grades K-6

By: Heather Gross, Elementary ELA Supervisor

Join us as we dig into the science of reading to understand how powerfully phonemic awareness impacts readers and writers of all ages and ability levels.

Reference book: Equipped for Reading Success by David A. Kilpatrick

SECTION: TEACH

Effective instructional practice requires educators to clearly communicate learning goals, content, instructions, and expectations of students. Effective educators use a variety of instructional strategies and learning activities, instructional time and appropriate pacing, and engage students in higher order questioning, thinking, and metacognitive skills. Educator enthusiasm and interest in the content being studied maximizes student engagement and learning.

NEW MCGRAW-HILL DIGITAL TOOLS TO HELP YOU TEACH WITH INTENTION (T.2)

Lab # 1304

Grades K-6

By: Amy Jorgensen and Krissy Guest, ELA Coordinators

In this class you will learn about the new 2019 digital McGraw-Hill tools. This includes a brand new and improved assessment portal as well as a data dashboard to help you individualize your classroom instruction to meet the needs of students. Also new are games that can be scored and used as formative assessment. Come and learn how to teach with intention.

Reference book: Developing Assessment Capable Visible Learners by Douglas Fisher, John Hattie and Nancy Frey

INCREASE METACOGNITION WITH YOUR STUDENTS ACROSS ALL SUBJECT AREAS (T.5)

Room # 1216

Grades K-2

By: Marcia Oman and Jennifer Wilcox, Meadowbrook Elementary

Increasing student metacognition across all subject areas requires support across their day. We will discuss some of the ways we have been able to successfully increase our students' understanding of what metacognition is, as well as the ways they effectively communicate it to us and their peers. You will have information on how students can show their metacognition in all subject areas with specific support ideas in math, reading, and writing.

Reference book: Children's Mathematics, 2nd Edition: Cognitively Guided Instruction by Thomas P. Carpenter, Elizabeth Fennema, Megan Loef Franke, Linda Levi and Susan B. Empson

USING NSTA-AWARDED STEM BOOKS IN THE CLASSROOM (T.2)

Room # 1214

Grades K-6

By: Cindi Bergman and Emmi Novotorov-Robinson, Woods Cross Elementary

Since 2017, the National Science Teachers Association (NSTA) has been awarding a "Best STEM Book" to authors who write children's literature. This distinction is given to children's books that meet a number of guidelines, including modeling real-world innovation, embracing real-world design, invention, and innovation, and addressing connections between STEM disciplines. (<https://www.nsta.org/publications/stembooks/>) Please keep in mind, these are NOT trade books! The books we will be exploring in this session are written for children and we will discuss using them in the classroom!

Reference book: The Most Magnificent Thing by Ashley Spires

UNLEASH THE POWER OF PHONEMIC AWARENESS IN BUILDING READERS & WRITERS PART 2

(T.2)

Room # 1108

Grades K-6

By: Angie Morales, ELA Coordinator-PL Supervisor

Join us as we dig into the application of the science of reading by incorporating short bursts of phonemic awareness throughout daily routines and activities to build and strengthen readers and writers of any age and ability in Tier 1 & Tier 2 instruction.

Reference book: Equipped for Reading Success by David A. Kilpatrick

SINK OR SWIM: HOW TO HELP YOUR STRUGGLING READERS (T.2)

Room # 1228

Grades K-2

By: Lindsay Kemeny, Kaysville Elementary

What's the most common cause of reading difficulties? What are some strategies for students struggling to learn their letters? How can I teach phonics in a multi-sensory way? What role does phonological awareness play in learning to read? How can I put some fun into my phonics lessons?

Reference book: Equipped for Reading Success by David A. Kilpatrick

I LIKE TO MOVE IT, MOVE IT! (T.2)

Auditorium

Grades K-6

By: Jaylene Redford and Wendy Combs, Parkside Elementary

It's important to get students up and moving throughout the day. It's amazing what 3 or 5 minutes a couple of times a day will do for your students' attention span. Come learn some quick activities to help with metacognition and attitude.

Reference book: A Healthy Body Healthy Mind Concepts by USBE

RELAX, RELAX, RELAX - MINDFULNESS, RELAXATION, AND SELF-CARE FOR BETTER PHYSICAL AND MENTAL HEALTH (T.4)

Room # 1105

Grades K-6

By: Marc N. Barney, LMFT, Intermountain Healthcare EAP

Learn concepts associated with stress reduction and practical techniques and exercises to improve mindfulness, relaxation, and overall reduction of stress. This course is mostly practical application, including activities and guided exercises along with some educational concepts.

ENGAGING STUDENTS WITH CANVAS (ASSIGNMENTS AND DISCUSSIONS) (T.2)

Lab # 2604

Grades K-6

By: Dani Sloan, Utah Education Network

In this session teachers will learn how to collect responses on Canvas - even from our youngest learners! We will go over assignments and discussions and have tips and tricks specific to K-6 teachers.

THE TOUGH KID - MANAGEMENT & ROUTINES (T.2)

Room # 1202

Grades K-6

By: Katrina Burg and Lorie Coates, *Special Education*

This presentation will cover the following topics: Classroom rules, Physical Arrangement of Classroom, Classroom Routines and Error Correction. Strategies from the Tough Kid Book will be shared as well as easy and quick ideas to begin the school year right.

Reference book: The Tough Kid by Ginger Rode, William T. Jenson, and H. Kenton Reavis

EMPOWERING STUDENTS TO BECOME ASSESSMENT-CAPABLE LEARNERS WITH METACOGNITION LESSONS/ACTIVITIES (T.5)

Room # 1201

Grades K-6

By: Lori Oliver, *ELA Coordinator*

Have you ever watched your students' eyes glaze over as you introduced your lesson you spent hours and hours on? Come join us as we explore lessons and ideas for how to inspire your students to strengthen their metacognitive strategies. You will walk away with activities, resources, and strategies to help you create students who are in the driver's seat of their learning.

Reference book: Teaching Students to Drive Their Brains by Donna Wilson and Marcus Conyers

TIRED OF UNPRODUCTIVE PLC OR TEAM MEETINGS? COME LEARN HOW TO HAVE EFFECTIVE, DATA-DRIVEN MEETINGS (PRO.2)

Room # 1113

Grades K-6

By: Anna Thorsted and Connie Hull, *Clinton Elementary*

In this session we will discuss the importance of norms, agendas, protocols and common assessments. You will learn the importance of focusing on student learning and thinking making them productive meetings that help you and your students.

Reference book: The Power of Protocols: An Educator's Guided to Better Practice by Joseph P. McDonald

HOW DO I FIT IT ALL IN? INTEGRATING THE FINE ARTS INTO MATH, SCIENCE AND ELA STANDARDS (T.2)

Room # 1208

Grades K-6

By: Andra Thorne, *K-12 Fine Arts Supervisor*

Time is a commodity in short supply. You can fit the fine arts into any core standards by using integration as your tool. It's easier than you might think. In this session we will work collaboratively to create lesson plans that use evolving objectives in both drama and a core subject of your choosing.

Reference book: Resiliency Through the Arts by Cally Flox

MY SCHOOL COUNSELOR TAUGHT MINDFULNESS, NOW WHAT? (T.2)

Room # 1112

Grades K-6

By: Claire Caldwell, *Counselor* and Bethanie Monsen-Ford, *Psychologist*

Presenters will discuss how they have continued mindfulness implementation at Sand Springs Elementary after initial lessons were taught school-wide in the classroom. Various strategies will be explored, including school-wide practices, classroom approaches, and lessons learned regarding continuing practice. Feedback from classroom teachers (pros and cons) will be shared. Ideally, attendees should have some awareness of mindfulness before attending this session.

Reference book: Mindful Kids: 50 Mindfulness Activities for Kindness, Focus, and Calm by Whitney Stewart and Mina Braun

SECTION: CHECK

Effective educators use a variety of both formal and informal assessment methods to drive instructional adjustments while providing opportunities for all students to demonstrate understanding and mastery of knowledge and skills. The educator provides students with specific, timely, ongoing formative feedback to inform students of progress and provides opportunities for students to set personal goals and self-assess progress.

LET'S TALK. CAN YOU TELL ME WHY? (C.4)

Room # 1116

Grades K-6

By: Barbara Soelberg, Math Coach

How do we build competent, creative, enthusiastic problem-solvers? We let students talk about the problems they are solving - not in a random, show-&-tell sort of way, but in a purposeful, practical, organized way. We will explore the NCTM "5 Practices for Orchestrating Productive Mathematics Discussions."

Reference book: 5 Practices for Orchestrating Productive Mathematics Discussions by Margaret S. Smith and May Kay Stein

NEVER SAY ANYTHING A KID CAN SAY-USING TALK MOVES TO BUILD CLASSROOM MATHEMATICAL DISCUSSION (C.4)

Room # 1216

Grades K-6

By: Anjanette McNeely, Layton Elementary

The goal of class discussions is for the teacher to facilitate student talk, not for the teacher to talk. Talk Moves are designed to help you develop high quality math talk through strategic questioning as students construct viable arguments and critique the reasoning of others. This session will include information on how to establish class discussion norms, explore examples of what productive math talk looks and sounds like in grades K-6, and cover the importance of assigning listening jobs.

Reference book: Talk Moves: A Teacher's Guide for Using Classroom Discussions in Math by Suzanne H. Chapin, Catherine O'Connor, and Nancy C. Anderson

SUPER SPEEDY GRADING WITH CANVAS (C.3)

Lab # 1304

Grades K-6

By: Shannon Ririe, Utah Education Network

In this session we will take a look at tools built into Canvas that will help you get assessment data quickly and easily! Specifically, we will be looking at Quizzes Next and Speed Grader to assess and give feedback!

LIKE MAGIC! FROM INVISIBLE TO VISIBLE LEARNERS (C.3)

Room # 1201

Grade K-6

By: Heidi Short, Knowlton and Morgan Elementary

We will be exploring the critical component of self-assessment. We will discuss effective types of assessment and how to use them to motivate students towards higher achievement, including introducing students to the tools they will use to support their own learning, and how to create a classroom culture where errors are viewed as opportunities to learn. We will examine learning strategies, including cognitive, meta-cognitive and motivational strategies. Finally, we will look at real-world examples of the strategies and tools at work.

Reference book: Developing Assessment-Capable Visible Learners by Nancy Frey, John Hattie, and Douglas Fisher

CREATING A CULTURE OF THINKERS (C.2)

Room # 1228

Grade K-6

By: Jeni Hall, Bountiful Elementary

How can we encourage thinking in our students? How can we help our students become individuals who can think, plan, create, and question? Visible thinking routines are one tool to create a culture of thinkers. Making thinking visible promotes engagement, understanding, and independence for all learners.

Reference book: Making Thinking Visible by Ron Ritchhart, Mark Church, and Karin Morrison

CREATIVE CHECK: UTILIZING MUSIC TO DEMONSTRATE UNDERSTANDING (C.2)

Lab # 2604

Grades K-6

By: Shanda Stenger, BTSALP Music Instructional Coach

*Come join a lesson all about simple, creative, and fun ways to utilize music to check for understanding. You will learn about a new Davis School District approved digital curriculum, Interactive Music. **The first session 8:30, will focus on K-3 grade levels, and the second session, 9:40 will focus on 4-6 grade levels.***

WHAT IN THE WORLD? HOW TO EASILY BRING A GLOBAL FEEL TO YOUR CLASSROOM

(PRO.2)

Room # 1108

Grades K-6

By: Allison Riddle, Elementary Mentoring Supervisor

This highly-interactive session is designed to help you easily integrate global examples into daily lessons and discussions. No matter the grade level or content you teach, learn how to encourage students to investigate the world beyond their environment and recognize their own and others' perspectives. Ways to use examples from existing DSD curriculum and additional online resources will be shared. Engage your students by integrating global competencies in your instruction, and become the teacher who is "Out of the world!" (Similar to the April EDEL Global Competencies session.)

D-O-N-E! CELEBRATING LITERACY TRACKS WHILE COMPLETING CONNECTIONS IN SOCIAL STUDIES (C.1)

Room # 1105

Grades K-6

By: Monica Flint, *Elementary Social Studies Supervisor*

Let's look at how great literature can be paralleled with social studies curricular content and standards. We will assess lessons, activities, and literature to determine if they provide a rigorous learning opportunity with good effect sizes.

Reference book: Locomotive by Brian Floca

USING NEW SCIENCE STANDARDS TO ASSESS A SCIENTIST (C.3)

Room # 1202

Grades K-6

By: Danielle Summers, *Meadowbrook Elementary*

Come explore and experience a phenomenon that will make you oooh and ahh as we dive into 3D learning. We will discuss how to assess what our students are actually taking away from these learning experiences using the new science standards.

Reference book: Teaching Science is Phenomenal by Brett Moulding

THE TOUGH KID-REINFORCEMENT, PROACTIVE AND REACTIVE STRATEGIES (C.1)

Room # 1208

Grades K-6

By: Lorie Coates and Katrina Burg, *Special Education*

This presentation will cover classroom strategies for reinforcement, proactive, and reactive procedures. Strategies will be taken from the Tough Kid Book as well as other resources. Participants will leave the session with immediate strategies and activities to begin the school year.

Reference book: The Tough Kid by Ginger Rode, William T. Jenson, and H. Kenton Reavis

POWER THROUGH DATA (C.4)

Room # 1112

Grades K-3

By: Kaylene Yardley and Alissa Clark, *ELA Coordinators*

Why is Acadience (DIBELS) data so important? How can I access it? What can I do with it? How can I use Acadience (DIBELS) data to inform my own instruction?

Reference book: Driven by Data 2.0: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo

UNPACKING THE NEW SCIENCE STANDARDS (C.4)

Room # 1113

Grades K-5

By: Annette Nielson, *Elementary Science Specialist*

In this session, you will learn how to unpack the new K-5 SEEd Standards and the different components that make up each performance expectation. This session will provide resources and tools to get you started with the new science standards.

Reference book: Teaching Science is Phenomenal by Brett Moulding

SECTION: ENVIRONMENT

A safe and productive learning environment is created through consistent classroom organization, procedures, and behavior management. It is a place in which educators and students are positive and respectful of one another, and where educators create developmentally appropriate and challenging learning experiences, and demonstrate caring and understanding of individual learner strengths, interests, and needs while maintaining high expectations.

READ LIKE A SCIENTIST, HISTORIAN, & MATHEMATICIAN (E.1)

Room # 1216

Grades K-6

By: Meghan Shaver and Erika Muirbrook, ELA Coordinators

Go from theory to a game plan. Learn how to take students from superficial comprehension of complex text to deep content expertise. Walk away with tools and strategies to plan for literacy in all content areas.

Reference book: Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content
by Releah Cossett Lent

MATHEMATICS NEEDS A GROWTH MINDSET, TOO (E.3)

Room # 1214

Grades K-6

By: Janalyn Pearson, Adams Elementary

We are going to explore mathematical growth mindsets through Jo Boaler and Carol Dweck's research and through some ready-to-use material. Let's give our math classrooms a growth mindset makeover!

Reference book: Mathematical Mindset by Jo Boaler

MAKING CANVAS WARM AND FUZZY (E.1)

Lab # 1304

Grades K-6

By: Shannon Ririe, Utah Education Network

Find out how to use graphics to make your home page (and whole Canvas course) visually appealing and easy to navigate. We'll look at uploading basic content to a page and other entry level skills to get you going on Canvas!

WHY YOUR SCHOOL LIBRARIAN SHOULD BE YOUR NEW BFF (E.1)

Room # 1112

Grades K-6

By: Tina Johnson, Teacher Librarian, Centennial Jr. High

Do you know what is happening when your students go to library? Do you know that you can collaborate with your school librarian in order to enhance your curriculum? Do you know what resources are available to you in the library? Come find out why you should be BFF with your librarian.

THE IMPORTANCE OF DIGITAL CITIZENSHIP - WHAT IT IS AND HOW TO INTEGRATE IT INTO YOUR CLASSROOM (E.3)

Room # 1228

Grades K-6

By: Rachelle Herbst and Cathy Larsen, *Digital Learning*

Did you know there are new DSD Digital Standards for the K-6 classroom? Come and learn about standards for digital citizenship: the what, why, how, and resources needed to teach our digital native students how to use technology to be safe, engaged, responsible, metacognitive, and be ready for learning, communicating, and developing empathy for the global community.

Reference book: Digital Citizenship in Action: Empowering Student to Engage Online by Kristen Mattson

5 FUN WAYS TO ADD ENGINEERING IN THE CLASSROOM (E.3)

Room # 1201

Grades K-6

By: Delia Bayna, *Centerville Jr. High* and Trisha Glenn, *Sunset Elementary*

If your students LOVE to engineer, this is one session you won't want to miss. Learn about the Engineering is Elementary (EIE) program created by the Museum of Science in Boston. Participate in multiple hands-on engineering stations, view teacher manuals, and learn how to implement the EIE project using the Engineering Design process on the first day of school with minimal supplies.

Reference book: Engineering is Elementary STEM Education by Christine M. Cunningham

UNDERSTANDING AND MANAGING CLASSROOM BEHAVIOR-CREATING A RESILIENT CLASSROOM (E.1)

Room # 1108

Grades K-6

By: Haley Hamblin, *Counselor, Lakeside and Antelope Elementary*

This session will cover the mindset of effective teachers and successful students. Topics will include how to build the student-teacher relationship, different types of learning styles, and how to handle and connect with defiant and anxious students.

Reference book: Understanding and Managing Children's Classroom Behavior-Creating Sustainable, Resilient Classrooms by Sam Goldsein and Robert B. Brooks

CALMER, HAPPIER CHILDREN: INTEGRATING PARTS OF A CHILD'S BRAIN WITH DANCE (E.2)

Room # Auditorium

Grades K-6

By: Norma Zaugg, *Counselor, BTS Dance Integration Specialist*

The left side of a child's brain doesn't fully develop until mid-twenties, yet on a day to day basis we need our kids to access this part of their brain to do math, science, and reading. When hard things happen, kids get stuck in right-brain thinking. This class is designed to facilitate teaching strategies to help kids get out of right-brain only thinking to whole brain thinking. This will help teachers create a calmer and happier classroom.

Reference book: The Whole-Brain Child by Daniel J. Siegal

SIMPLE SMALL GROUPING (E.3)

Room # 1116

Grades K-6

By: Emmi Novotorov-Robinson and Cindi Bergman, Woods Cross Elementary

Want to learn some easy tips and tricks to get small groups started in your classroom? This session will describe ways to group your students, how to use your classroom, and materials that make behavior management easier during this time. You won't want to miss this!

Reference book: 300 Plus Teacher Hacks and Tips by Debra Chaponton

PRACTICAL AND POWERFUL STRATEGIES FROM THE BEHAVIOR CODE COMPANION (E.3)

Room # 1113

Grades K-6

By: Lauren Rich and Bethanie Monsen-Ford, Psychologists

This session will review critical skills from The Behavior Code. The majority of the session will be spent exploring strategies from The Behavior Code Companion. Goal of this session is for attendees to walk out with additional skills to improve classroom management and foster relationships with difficult students.

Reference book: The Behavior Code Companion by Jessica Minahan

TALK, TALK, TALK: ENGAGING STUDENTS IN PRODUCTIVE CONVERSATION (E.3)

Room # 1202

Grades K-6

By: Connie Zeigler and Mickie Pace, Education Equity

In this session participants will actively engage in conversations to increase student achievement. Academic conversations also provide opportunities for English Learners to hear & produce language in authentic & contextual ways.

Reference book: Academic Conversations: Classroom Talk that Fosters Critical Thinking
by Jeff Zwiers and Marie Crawford

ENVIRONMENT OF ENGAGEMENT USING PLTW (E.2)

Room # 1110

Grades K-6

By: Liz Wiser, Bountiful Elementary

Don't let PROJECT LEAD THE WAY let you feel left behind! Engage your students in successful PLTW modules without the pressure of being a coding or engineering expert. Gain confidence in encouraging student engagement and problem solving with the engineering design process and APB model.

INVESTIGATE EVIDENCE-BASED INSTRUCTIONAL PRACTICES WITH PEARSON (E.2)

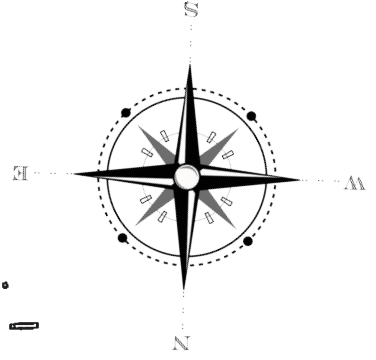
Room # 1105

Grades K-6

By: Karen Economopoulos

*In this session a member of the Pearson Investigations writing team will present on effective, evidence-based instructional strategies for teaching mathematics using the mathematical learning practices. **The first session 10:50, will focus on K-1 grade levels, and the second session 1:30, will focus on 2-6 grade levels.***

PARKING



COMMIT TO ACTION!

Focus

What do you commit to implement that has been shared today?

Which Area?

PLAN

TEACH

CHECK

ENVIRONMENT

Strengths

What are you already doing effectively in this area?

Supports

What support will you need from...

... your team?

... your administrators?

... the district?

... technology?

Next Steps

What significant steps will you need to take to be successful?
(resources, calendaring, integration in subject areas, etc.)

