

EW 51976 SMCAA – 2020 Fall Conference

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Dear Participant,

You can earn one hour of graduate credit from Lindenwood University through your participation in this conference. In order to earn credit, you will complete the following steps:

1. Visit <https://applylu.lindenwood.edu/applicationws.asp> to complete the Enrollment Form and pay \$75 per credit hour with your credit card. **(Tuition fees are non-refundable)**
2. Fully participate in conference activities
3. Complete the assignments and return by December 4, 2020

You can access an official grade report through the student portal and upload your assignments in canvas by visiting www.Lindenwood.edu. The same username and password will apply to the student portal and canvas. The password will be provided from the university within 3-5 business days after registering. Go to My Grades on the left column under Administrative Services. Grade Type – select Final Grades. The document populated is printable. If it is not sufficient for your school district, a transcript will need to be requested through this link <http://www.lindenwood.edu/academics/support-resources/transcript-request/>.

The attached information will provide you with the requirements to earn graduate credit. If you have questions regarding the process, your username/password, or any other information, please feel free to contact me at jedler@lindenwood.edu or by phone at 636-949-4612.

Sincerely,

JENNIFER S. EDLER EdD, MBA
Specialist, Professional and Continuing Education
[636.949.4612](tel:636.949.4612) (o) / jedler@lindenwood.edu

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Conceptual Teaching from the Classroom and Beyond!!

As we continue to plan for instruction in the classroom and beyond, our direction must remain focused on high expectations of learning, the quality of our teaching, and the feedback we give students to keep them on track. Take some time away with your colleagues across the state to learn new ways to approach curriculum and instruction no matter what venue you may find yourself in during the school year. Our two Keynote speakers, Greg Trieste (The Challenges and Opportunities in the 2020 Science Classroom) and Brooke Sullivan (How to Differentiate in the World of Zoom) from Houghton-Mifflin-Harcourt, will present useful ideas for our work in alternative instructional settings. We will also provide insight and ideas on how to approach curriculum development and adjustment as you maneuver through the standards. We will have short trainings from professionals in the field that are making good instruction great! Don't miss our first SMCAA virtual Fall Conference!

Schedule of Events

Monday, October 19

8:45 – 9:00 Welcome/Announcements

9:00 – 11:15 Keynote Session - The Challenges and Opportunities in the 2020 Science Classroom

Presenter: Greg Trieste, Content Specialist for Houghton Mifflin Harcourt specializing in K-8 Sciences

Target Audience: Science Teachers, Instructional Coaches, Curriculum Leaders, and Administrators

What does a science classroom look and feel like in 2020? What do students experience and how is teaching content, labs and assessments approached differently when instruction is delivered via Zoom? In this workshop, participants will examine the process of creating an interactive science classroom environment and will experience strategies and processes that can easily transfer to immediate classroom use. Participants will examine how traditional hands-on, inquiry-based activities can be adapted for differing classroom models.

Greg Trieste is a STEM Content Specialist for Houghton Mifflin Harcourt specializing in K-8 sciences. Previously he was a classroom teacher and education technology specialist. Most recently, he taught at Dallas Independent School District where he served as an Intervention Specialist. Greg first taught in a 1-to-1 digital classroom in 2008 and has made educational technology his greatest area of emphasis and research ever since. Greg has presented at both the NSTA & NCTM national conferences. He is a Google Certified Teacher and an Apple Certified Teacher. Greg is a volunteer Adult ESL teacher. Gregory holds a B.A. and M.Ed. from Washington State University. He lives in Dallas, Texas.

11:45 – 12:20 Working Lunch Address and Question/Answer Time with Dr. Margie Vandeven

Join us as we listen to Commissioner Dr. Vandeven give us an update on the state of teaching and learning in Missouri. She will then answer any questions we have on current issues important to us.

Breakout Session

12:30 – 1:35 Building the Foundation for Conceptual Teaching and Learning

Presenter: Amy Wright, Instructional Coach/Curriculum Facilitator; Amy Sisemore, Instructional Coach/Curriculum Facilitator, Belton School District

Target Audience: Teachers K-12, Curriculum Leaders, Instructional Coaches and Administrators
With the rigorous demands of state assessments, districts need to have curriculum designed to support instruction for conceptual understanding. Beginning with an eye for vertical alignment and reevaluating our priorities, our district dove into the work of training teachers in writing assessments for conceptual understanding. From vertically aligned priorities to a new understanding of assessment writing, the journey moved on to creating clarity in pacing guides, clarity in instructional resources, and even ended up with a shift in structure for curriculum writing teams. Join us as we share our journey to build a strong foundation for conceptual teaching and learning.

1:55 – 3:00 Using the STEM Teaching Tools

Presenter: Kristen McKinney, DESE Science Consultant/Office of College and Career Readiness and Roblyn Melton, SMCAA Content Specialist

Target Audience: Science Teachers K - 12, Instructional Coaches, Curriculum Leaders and Administrators
The Missouri Science Standards are designed to be taught using a three-dimensional approach, combining content with science and engineering practices and crosscutting concepts. The STEM Teaching Tools are a wonderful resource to provide support for teachers as they plan units of instruction, identify phenomena, and plan for critical thinking. Join us as we examine how, when, and why you would want to use these tools. We will also include discussion of the Science MOLEAP Teaching Blocks.

Tuesday, October 20

8:45 – 9:00 Welcome/Announcements

9:00 – 11:15 Keynote Session - How to Differentiate in the Virtual World.

Brooke Sullivan

Target Audience: Teachers, Instructional Coaches, Curriculum Leaders, and Administrators
Being able to differentiate our instruction to address the unique needs of our students is a critical part to assuring student success in their math education journey. Finding the time and resources to address these needs can sometimes be difficult when we are teaching in the classroom, but what about when we are teaching remotely? In this workshop, we will look at ways to streamline planning and implementing differentiation while teaching remotely.

Brooke Sullivan is a Math Content Specialist with over a decade of experience in teaching, administration, and curriculum training. Brooke has a degree in Mathematics Education and regularly trains teachers across the United States on how to implement new math curriculum and best classroom practices. A passionate believer in being a forever learner, Brooke regularly attends workshops and studies relevant publications to expand her knowledge on current trends and techniques. When Brooke isn't hard at work, you can find her on the ski slopes of beautiful Colorado.

11:45 – 12:20 HMH Presentation/Gift Card "Door Prize"

Breakouts

12:30 – 1:35 Striking the Balance: Proficiency, Growth, Conceptual Understanding, and Procedural Fluency.

Presenters: David Rogier, Gigi Goodall, Educational Consultants for Curriculum Associates

Target Audience: Professional Development Chairs, Instructional Coaches, Curriculum Leaders, and Administrators

Education is a different world as we have returned for back to school. Due to the loss of invaluable instructional time and inconsistent gaps in learning due to the COVID pandemic and remote learning, accessible, accurate, reliable data is more necessary than ever. Understanding how to navigate and balance on-grade level instruction, remediation, fluency, growth, proficiency, and pre-requisite skills and standards are now just the "norm" for educators. How do we accomplish all of this and still provide our students with the personalized attention and care they desperately need? Using curated tools that provide valid, necessary, and coherent data and resources at point of use.

By embedding focused and relevant professional development into our scope and sequence. Reviewing vertical alignment and pacing in a new way. Communicating with one another and looking to partner with teams that share the same vision as we do, and so much more as we seek to serve Missouri's students to the fullest.

1:55 – 3:00 Just Keep Swimming: Choosing the Right Virtual Resources in the Sea of 2020. The Resource Gals!

Presenters: Jessica Gray, Math Teacher and Curriculum Director and Sarah Horn, First Grade Teacher Halfway School District

Target Audience: Grade K-5 Teachers, Instructional Coaches, Technology Leaders, and Curriculum Leaders

Join the Resource Gals whose ships take them from daily face-to-face instruction to engaging virtual learners with the right resources! We will discuss all our secret lifelines that include google classroom, SeeSaw, Loom, Kami, IXL, and MORE! Let us help you keep your ships afloat as we sail through this school year!

Wednesday, October 21

8:45 – 9:00 Welcome/Announcements

9:00 – 10:05 Breakout Session- "Rigoring" Up Questions: Write Quizzes and Assessments Like a Pro.

Presenter: Douglas Smith, Assistant Superintendent for Curriculum and Instruction, Wright City School District

Target Audience: Teachers, Instructional Coaches, Assessment Directors and Curriculum Leaders
Educators often rely on canned programs, released items or textbook resources to provide rigorous questions rather than on their own personally generated ones. Since students are required on standardized exams to answer rigorous selected-response questions with embedded content, teachers with the capacity to write effective standardized questions can gather more usable data to prepare students for rigorous exams. This session will provide attendees the tools necessary to create quality DOK level 2 and 3 selected response questions.

Session Outcomes:

- Learn to differentiate between effective selected-response questions and those not tied directly to standards or written to the appropriate level of rigor.

- See how the Wright City School District’s focus on question-writing led to greatly improved scores on a variety of standardized exams.
- Discover how creating your own quality assessment questions tied to daily lesson objectives will improve instruction, provide better data, and make the teaching focus more intentional.

10:15-11:20 MO LEAP: Moving Forward in Changing Times.

Presenter: Dixie Grupe, Social Studies Director in the Office of College and Career Readiness
 Target Audience: K-12 Social Studies Teachers, Instructional Coaches, Curriculum Leaders and Administrators

Mark Twain once said, “The secret to getting ahead is getting started.” And, while it is seldom wise to second guess Twain, these days it seems necessary to add a healthy dose of Nobel Prize winner Ilya Progovine’s observation as well: “The future is uncertain, but this uncertainty is at the very heart of human creativity.” Missouri Learning, Engagement and Preparation (MO LEAP) is just such a response: a DESE effort to provide educators with creative resources to get started meeting the academic challenges of these changing times. Dixie will share information about these grade-appropriate, standards-aligned resources and show how educators can use MO LEAP materials to support acceleration of student learning.

11:30-12:00 Working Lunch with SMCAA Curriculum Updates and Q and A with Janie and Roblyn

We will conclude our virtual conference with new updates for you as well as some information on what is happening across the state with any issues and successes in instructional venues and platforms. We will have news about our plans for the winter and spring and we will answer any questions you may have.

| Assignment | Assignment Hours |
|--|-------------------------|
| Verification of Attendance at workshop | 6 hours |
| Assignment 1: After attending the entire session, write a 3-page overview discussing the major take-a-ways and explaining why you feel that these are critical pieces of learning. | 2 hours |
| Assignment 2: Review the major take-a-ways you identified in Assignment 1. For each of these, describe how you will use this knowledge/skill to enhance your current position in your school. Use specific examples and rationales as support. | 3 hours |
| Assignment 3: A key aspect of attending quality workshops is to bring back what you have learned to share with the rest of your faculty. Design a 1-hour professional development session for a group of teachers. Your action plan should include an overall objective, at least four learning activities during the PD session, a rationale for the use of these learning activities, and a plan on how you would suggest monitoring the effectiveness of the PD session. | 4 hours |