**Spencer County Schools**

**Professional Learning Summit**

**(DRAFT)**

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**Spencer County Middle School**

**August 6th, 2018**

***Spencer County Schools***

***Professional Learning Summit Agenda***

***08/06/18***

* 8:30 Large Group Session (Auditorium)

* 9:00-9:50 Breakout Session 1
* 10:00- 10:50 Breakout Session II
* 11:00 – 11:50 Breakout Session III
* 11:50 - 1:00 Lunch
* 1:00 – 3:00 Graduate Profile Work in Grade/Content Teams
  + K-2nd at TES
  + 3rd – 5th at SCES

*We will be utilizing Twitter for comments through the day at #SpencerCountyPride*

**My Session Choices**

|  |  |  |
| --- | --- | --- |
| **Session / Time** | **1st Option** | **2nd Option** |
| **Session I (9:00-9:50)** |  |  |
| **Session II (10:00-10:50)** |  |  |
| **Session III (11:55-11:50)** |  |  |

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**Session 1 (9:00-9:50)**

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| Instructional Assistant Health Training  ***Media Center*** | School Nurses | All IA’s | This is the beginning of the year heath training required for all IA’s. This session will run until 11:00. |
| IEP Refresher  (one session only) | Todd Russell | P-12th  Experienced  ECE Teachers | The guidance document for IEP development was developed to provide statewide clarity and consistency for IEP development and training. This refresher training will address components of the IEP that could potentially be problem areas for teachers. New ECE teachers will have an all-day training at OVEC. |
| Being Trauma-Informed: ACE’s (Adverse Childhood Experiences and their effects on our students. (3) | Ashley Phillips & Taylor Yancey | P-12th | What happens when children are exposed to potentially traumatizing events in their homes, schools, and communities? A nationally recognized study known as the **ACE Study** shows that exposure to these events during formative years can influence a child’s physical and emotional health well into adulthood. These “ACEs” are happening right now, during childhood, while these kids are in our buildings. In this breakout session, we will explore the different types of ACEs, dive into statistics for the children of our state, and finish with discussing ways we as educators can help prepare our students for a more successful future, despite the obstacles they face. |
| BRIGNANCE Update Training  (one session only) | Heidi Heiss | **Mandatory** for anyone giving the Brigance Screener | Teachers will receive the required updates needed to administer the BRIGNANCE screener (Staff new to the BRIGANCE will need additional training) |
| Genius Hour / Passion Projects (2) | Elizabeth Hinton &  Brandie Prosch | P-12th | Want to start Genius Hour or Passion Projects in your classroom but not sure where or how to begin? Join us as we provide simple strategies to incorporate discovery learning into your instruction. Participants will receive resources such as anchor charts, slide shows, video links, rubrics, and more. |
| Helping Struggling Readers (3) | Sara Jump | K-5th | As a former special education and Kindergarten teacher I will share information about why struggling readers are difficult to teach and how to best help them in the classroom. I will provide information on developmental milestones that struggling students often miss during early childhood and provide resources and activities for teachers to help these students in their classrooms. |
| Applying Reading Strategies to Primary Sources (2) | Sean McClellan &  Kate Spaulding | 6th – 12th | Analysis of various historical primary source documents will include, but not be limited to, cornel note taking strategies, sketch-to stretch method, making inferences, vocabulary acquisition tactics, text-to tweet and anticipation guides. |
| Student Engagement in Independent Work (2) | Kelly Hutt | P-12th | I noticed my students were struggling with accountability when working in independent centers during guided reading. While my focus needed to be on students in my reading group, others made it difficult with disruptions. I was desperate to find something to make them more accountable in their centers and make it more engaging for them. I discovered an app called SeeSaw. I implemented it into my classroom and have seen huge gains! This app has features for students to take pictures, videos, add drawings, notes and files and add internet links to their personal file. I have it set where I have to approve these posts before their parents can see their work. Yes, parents have access to their work as well. While I use this app in Kindergarten, I believe it could be used in any grade level. It’s very kid friendly and easy to use. My class needed ONE 5 minute lesson and they are able to do everything themselves. I would love to share the features of this app with our district. I believe it would benefit many classrooms with accountability and engagement. |
| What your Media Center can do for You!! (3) | Tracy Shouse  Laura Gabbard  Crystal Little  Bridget Murphy | P-12th | This session will focus on the ways that the media center in each school can assist teachers and students on a daily basis. The use of the Destiny program, which is our district’s card catalog, will be demonstrated as well as Kentucky Virtual Library (KyVL). We will also spotlight the Kentucky Bluegrass Award (KBA) books, and let attendees know about the collaboration that goes on with AR and the Spencer County Public Library. |
| NBCT – Ask Anything! (2) | Amanda Jacobson, Erica McGaughey & Michelle Gross | K-12th | Have you wondered what it takes to become a National Board Certified Teacher? Does the process seem intimidating to you? Are you wondering if it's worth the effort? Come and have all your questions answered by 3 of the district's Board Certified teachers. In this session, we will describe the process and requirements for becoming certified. We will provide resources that you can use to guide you as you work and a calendar of important dates. We will discuss support the district provides for candidates & helpful hints we have learned along the way. Most importantly, we are here to answer YOUR questions as you determine whether this process is right for you. |
| Incorporating Online Learning with Edgenuity (3) | Phillip Bruce | 6th-12th | Explore the possibilities of adding supplemental lessons for your content using the highly customizable Edgenuity platform. Find out how adding online lessons can make your life easier! Learn how to create extra credit opportunities, alternate assignments for homebound students, challenging extensions for gifted students, and more. Mr. Bruce has been working with Edgenuity for three years and will use this experience to help train educators to expand the usage of Edgenuity. |

**Session 2 (10:00-10:50)**

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| ARC Chair Training  (one session only) | Todd Russell & Sue Daniel | All  ARC Chairs | Participants will learn the most current guidance and requirements regarding special education due process including interventions, progress monitoring data, evaluation, eligibility and procedural steps for chairing an ARC meeting. |
| Lights, Camera, Thinking (3) | Ashley McGaughey &  Suanne Krause | All but especially 6th-12th | Do you sometimes feel like you are in a silent film when you try to challenge student thinking? Do students look at you as if they are watching a black and white *I Love Lucy* episode? If you are ready to guide your students to Technicolor thinking, join us for *Lights, Camera, Thinking!* In this session, we will share our strategies for using music, video clips, film, and poetry to help students make concrete connections to abstract concepts. We will show and share the simple instructional materials and media we use while modeling the process. *Lights, Camera, Thinking* is our endeavor to show how students can be free to think outside the box, while learning content and strategies essential for the real world. We hope you join the *Action*! |
| Perceptions of Effective Classroom Strategies for GT Students (3) | Jon Davisson | 6th-12th | I will be presenting my research on the perceptions of classroom effectiveness of various strategies for gifted high school students. This is research I conducted as part of my capstone research project for my M.A.T. The research was focused on GT students in High School science classes and which strategies they perceived as most effective, and compared those results with the teachers perceptions of those same strategies |
| Genius Hour / Passion Projects | Elizabeth Hinton &  Brandie Prosch | P-12th | Want to start Genius Hour or Passion Projects in your classroom but not sure where or how to begin? Join us as we provide simple strategies to incorporate discovery learning into your instruction. Participants will receive resources such as anchor charts, slide shows, video links, rubrics, and more. |
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| Going Beyond Self-Correction in Reading (3) | Amanda Wyraz Raymer | K-1st | This session will be about analyzing running records and looking at the errors and the self-corrections that are made. We will go in depth about students who are just monitoring at early levels then moving to self-correcting as they progress up levels. I attended a couple of sessions on this topic at the National Reading Recovery and K-6 Literacy Conference and it has changed my way of teaching and analyzing of running records. |
| Student Engagement in Independent Work (2) | Kelly Hutt | P-12th | I noticed my students were struggling with accountability when working in independent centers during guided reading. While my focus needed to be on students in my reading group, others made it difficult with disruptions. I was desperate to find something to make them more accountable in their centers and make it more engaging for them. I discovered an app called SeeSaw. I implemented it into my classroom and have seen huge gains! This app has features for students to take pictures, videos, add drawings, notes and files and add internet links to their personal file. I have it set where I have to approve these posts before their parents can see their work. Yes, parents have access to their work as well. While I use this app in Kindergarten, I believe it could be used in any grade level. It’s very kid friendly and easy to use. My class needed ONE 5 minute lesson and they are able to do everything themselves. I would love to share the features of this app with our district. I believe it would benefit many classrooms with accountability and engagement. |
| Increasing Engagement through Kagan Strategies (3) | Mary Lynn Martin | P-12th | Kagan strategies, Total Participation Techniques, Engagement strategies – whatever we call them, it is about getting all of our students moving, thinking and doing. In this session, teachers will take away specific strategies they can use to engage students in learning. Using Kagan strategies and Total Participation Techniques can help ensure 100% participation, thus increasing student learning and motivation. Most of these strategies are quick to plan and implement, but can elicit measurable changes in student achievement. |
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| Best Practices for Online Lessons / Classroom (3) | Eric Cecil | P-12th | Best Practices for Online Lessons/Classroom  We will discuss the three principles of Online teaching.  First: “The students do the work till they get it right”.  Second: “Require the students to interact with teacher, class members, and course text”.  Third: “The teacher and students must be authentic”.  We will talk about some free cool tools for Online Lessons/Classroom production. Microsoft Teams and Google Classroom. |

**Session 3 (11:00-11:50)**

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| Progress Monitoring  (one session only) | Todd Russell | P-12th  Experienced  ECE Teachers | Progress monitoring has been defined as the tools and methods used to collect, graph, and analyze data ultimately measuring progress in order to prove evidence of student performance specific to IEP annual goals. This is a refresher of the 6-hour training that ECE teacher attended in the summer of 2016. New ECE teachers will participate in all all-day training at OVEC. |
| Being Trauma-Informed: ACE’s (Adverse Childhood Experiences and their effects on our students. | Ashley Phillips & Taylor Yancey | P-12th | What happens when children are exposed to potentially traumatizing events in their homes, schools, and communities? A nationally recognized study known as the **ACE Study** shows that exposure to these events during formative years can influence a child’s physical and emotional health well into adulthood. These “ACEs” are happening right now, during childhood, while these kids are in our buildings. In this breakout session, we will explore the different types of ACEs, dive into statistics for the children of our state, and finish with discussing ways we as educators can help prepare our students for a more successful future, despite the obstacles they face. |
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**( ) Denotes when the session is repeated. Only noted the first time the session is listed.**