Virginia School Consortium for Learning
(*formerly VSUP*)
Professional Development Conferences
2019-2020

On-Line Registration and More Information Available in August on the VaSCL website:
www.vascl.org

GENERAL ENGAGEMENT and DEEPER LEARNING

Infusing Social & Emotional Learning into All Aspects of School Life: Part I and Part II (Grades K-6)
Dates: Thursday, October 3, 2019 AND Thursday, November 21, 2019

Redesigning Instruction for Deeper Learning, Student Agency, and Authentic Work (Grades K-12)
Date: Wednesday, October 9, 2019

Building a Collaborative Classroom Culture (Grades K-12)
Date: Wednesday, October 16, 2019

Confidence: The Missing Ingredient to Maximizing Student Achievement (Grades K-5)
Date: Thursday, October 17, 2019

Recognizing and Overcoming Implicit Bias and Microaggressions (Grades K-12)
Date: Wednesday, October 23, 2019

Breaking Down Barriers to Integrated Project-Based Learning (Grades 4-8)
Date: Tuesday, November 12, 2019

Visible Thinking: A Collaborative Journey to Student Achievement (Grades K-5)
Date: Wednesday, November 13, 2019

Integrating Project and Problem Based Learning into Every-Day Instruction (Grades K-12)
Date: Tuesday, December 3, 2019

Computer Science for All… For the Rest of Us (Grades K-12)
Date: Wednesday, March 25, 2019

LITERACY & NUMERACY

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students (Grades 3-8)
MLP Workshop II: Rational Numbers
Date: Thursday, October 10, 2019

Supporting Struggling Readers: The Role of Fluency (Grades 1-5)
Date: Tuesday, October 15, 2019

Making Algebra I Content Accessible to ALL Students: A Visual / Functions Approach (Grades 8-12)
Date: Tuesday, October 29, 2019

Windows and Mirrors: Reimagining Secondary ELA (Grades 6-12)
Date: Tuesday, November 19, 2019

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students (Grades 3-8) MLP Workshop III: Algebraic Thinking
Date: Tuesday, December 10, 2019

Using Five Processes to Gain Deep Mathematical Understanding (Grades PreK-3)
Date: Tuesday, March 24, 2019

Please NOTE: Participants are strongly encouraged to attend VaSCL conferences in teams of two or more, so that they can support one another after the workshop as they implement new ideas in their schools. Some of the conferences offer a special "group discount" (if four participants from a school division are registered for a particular workshop, a fifth participant can be registered to attend at no additional charge). Several of the conferences also provide some sort of follow-up or support (which is included in the basic registration fee) to help participants put into practice what they have learned during the "in-person" session they attended. Our goal is to make VaSCL professional learning opportunities as on-going and effective as possible.

VaSCL Professional Development Conferences 2019-2020

Conferences (by Date) with Details

Infusing Social & Emotional Learning into All Aspects of School Life: Part I and Part II (Grades K-6)
Dates: Thursday, October 3, 2019 AND Thursday, November 21, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee (for TWO workshops): $299 ($419 for Non-Members)
NOTE: There will be a discount for teams of five participants from the same school (if four participants are registered, a fifth participant from that school can register to attend at no additional charge).
Presenter: Carol Davis
Audience: K-6 Classroom Teachers, Instructional Leaders, and School Administrators
Description: Social and emotional competencies are not developed in a vacuum – but through the experiences that students have in classrooms, throughout the school, and in their homes and communities. This workshop is designed to support school-based teams of K-6 educators through a process for implementation of social and emotional learning (SEL) throughout their entire elementary school. Schoolwide SEL is a systemic approach to infusing social and emotional learning into every part of students' educational experience -- across all classrooms, during all parts of the school day, and in partnership with families and communities. When SEL is developed as an integrated model across curriculum and all aspects of the school community, research shows that SEL becomes a bridge to academic development, resulting in achievement that is at least 11% higher than in schools that do not incorporate SEL. Drawing on the Collaborative for Academic, Social, and Emotional Learning's (CASEL) framework, this workshop will take SEL leadership teams through a process for reflecting on, organizing, implementing, and improving their schoolwide SEL efforts in an intentional and meaningful way. Individual educators as well as school-based teams will profit from this two-day professional development; however, since time will be given during the workshops to apply what they are learning to their own school, participants are encouraged to attend in pairs, if a full team is not available. This two-part series of workshops will address the following topics: how to build strong foundational support for SEL across the school community; key components of successful school-wide SEL; ways to promote SEL school-wide, in the classroom, and through family partnerships; how to begin to build an implementation plan for school-wide SEL; and how to practice continuous improvement in order to drive high-quality school-wide SEL implementation.

Redesigning Instruction for Deeper Learning, Student Agency, and Authentic Work (Grades K-12)
Date: Wednesday, October 9, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $199 ($259 for Non-Members)
NOTE: There will be a discount for teams of five participants from the same school division (if four participants are registered, a fifth participant can register to attend at no additional charge).
Presenter: Dr. Scott McLeod, University of Colorado
Audience: K-12 Classroom Teachers, Instructional Coaches, Technology Coaches, School Administrators, Curriculum Specialists, and Instructional Leaders
Description: Many schools and districts now have future-ready vision statements and graduate profiles. However, most of those schools still are struggling to transition their day-to-day classroom instruction to include more critical thinking, problem-solving, creativity, and other 'future-ready' student competencies in ways that are substantive and meaningful. This active, hands-on workshop will focus on how to redesign classroom instruction for future-ready learning. We will use the 4 Shifts Protocol to redesign lessons, units, and other instructional activities for deeper learning, greater student agency, and more authentic work, as well as rich technology infusion. The protocol contains concrete, specific 'look fors' and 'think abouts' that allow educators, coaches, and instructional leaders to shift students' instructional work into deeper, more robust directions. The protocol is a useful complement to PBL, SAMR, TPACK, Triple E, and other frameworks that schools may be using, and also is an excellent capacity-building bridge to more complex PBL projects. Participants should come to the workshop with a willingness to rethink classroom instruction, as well as three lesson plans or unit plans from their own classroom or school. Participants will spend the day redesigning lessons and units together. Come find out why the 4 Shifts Protocol is sweeping the globe as an instructional redesign tool, and walk away with numerous practical strategies for shifting student learning toward deeper and more meaningful work!

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students (Grades 3-8) MLP Workshop II: Rational Numbers
Date: Thursday, October 10, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members) OR $399 for ALL THREE Mathematics Learning Progressions Workshops (Number Systems & Operations on September 19, Rational Numbers on October 10, and Algebraic Thinking on December 10) ($579 for Non-Members)
Presenters: Dr. Jennifer Suh, Professor (George Mason University); Dr. Kimberly Morrow-Leong (Fairfax County, GMU); Sara Birkhead (GMU); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools, GMU); Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools);
Audience: Grades 3-8 Classroom Teachers, Vertical Teams, Instructional Coaches, and Curriculum Leaders
Description: This is the second workshop on Learning Progressions in Mathematics, which participants can choose to attend individually or as a package (at a discounted rate). These three workshops will all focus on how to build pathways for mathematical understanding for ALL students. All children follow natural developmental progressions in learning. Curriculum research has revealed sequences of activities that are effective in guiding learners through the levels of thinking. These developmental paths are the basis for math learning trajectories. The three workshops will address the following questions: How do students learn a topic?; What do equitable teaching practices look like?; How can we teach with visual tools within a learning progression?; What does math modeling look like at my grade level?; and, How can we systematically use evidence from formative assessment to monitor progress and guide instruction? The goal of these workshops is to help educators teach the way in which students learn, which will ensure that their programs offer equitable mathematics instructional practices. Participants will explore various hands-on activities for how to teach using visual tools, as well as learn how to develop a targeted learning sequence that differentiates learning for all students. Participants will also consider how to improve their use of formative assessment so that they can systematically employ evidence from student work to monitor progress toward mastery of the building blocks in a progression. There will be Break-Out Sessions during each workshop based on grade level. All three MLP sessions are designed to guide the instruction of individual teachers or teams of teachers, as well as for coaches or instructional leaders to use when coaching teachers. Participants at each workshop will create a vertical action plan to bring back to their

own classroom, school, or division. All participants in these three workshops will also receive all digital activities and videos aligned to the Virginia SOL, Grades 3-8, to use in their classrooms and schools this year.
During **MLP Workshop II**, presenters will engage teachers and coaches in mapping the learning progressions in number systems and operations using an instructional routine called the Math VAULT, which helps unpack the learning trajectories using rich mathematical tasks. We will examine concepts around equipartitioning, operations with fractions and ratios and proportionality. The goal of MLP Workshop II will be to map the curricular progression with the instructional sequence and conceptual strategies to better assess and guide instruction in supporting students' thinking around rational numbers.

Supporting Struggling Readers: The Role of Fluency (Grades 1-5)
Date: Tuesday, October 15, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Presenter: Colleen Spano, Reading@Curry
Audience: Grades 1-5 Classroom Teachers, Instructional Coaches, Reading Specialists, and Curriculum Leaders
Description: Fluency plays an important role in literacy development; in fact, it is so essential that it is often referred to as the bridge between word recognition and comprehension. However, many students struggle with fluency. They read in a word-by-word fashion, stumble or guess at unknown words, lack expression and/or have difficulties with smooth phrasing. As a result, many of these students also struggle with comprehending what they are reading. This workshop is designed to explore the relationship between word recognition, fluency, and comprehension. The morning session will focus on defining fluency and examining what current research has to say about how to help students achieve fluency. In addition, participants will learn how to use fluency assessments to identify students' needs and monitor students' progress. During the afternoon session, participants will learn how to plan research-based fluency instruction that is differentiated according to students' needs. At the end of the workshop, participants will walk away with a "fluency toolbox" that will include a set of instructional materials and strategies to support fluency and comprehension development for struggling readers in grades 1-5.

Building a Collaborative Classroom Culture (Grades K-12)
Date: Wednesday, October 16, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Presenter: Ron Nash
Audience: Grades K-12 Classroom Teachers, Instructional Coaches, Curriculum Leaders, and Administrators
Description: Slide on a pair of comfortable shoes, grab a writing instrument, and join Ron Nash at this highly interactive and engaging workshop. If you're looking for 'sit and git,' this ain't it! (with apologies to Mrs. Roggenbaum, Ron's senior English teacher). Students can't and/or won't learn in a classroom culture where fear is present, where lecture is predominant, and where the teacher is doing most of the work. As Michael Toth and David Sousa (2019) so eloquently put it, "The brain that does the work does the learning." The brain that goes somewhere else in Mrs. McGillicuty's classroom is not going to connect with the material. Students who work together are able to learn more, remember more, and are far more productive than those who spend their days in isolation, "doing their own work" in an adult-centered classroom. This workshop will explore the following aspects of classroom culture: talking as thinking, listening as teaching, fear as a demotivator, failure as an accelerant of learning, mistakes as ways to shift direction and discover new insights, academic conversations between and among students as comprehension tools, methods for building strong positive relationships between and among students and teachers, and movement and music as accelerators of the learning process. Ron Nash will model and engage participants in actively practicing a wide variety of communication, collaboration, and critical-thinking strategies that can be used at any grade level and in any subject area to create a classroom culture that is collaborative and develops agency in students. These practical strategies will help transform classroom culture by enabling students to figure things out on their own and by developing their sense of responsibility for their own learning. Join Ron Nash for this fast-paced, high-energy session that will have you standing, moving, pairing, sharing, laughing, and learning, as you reimagine classroom culture. Each participant will receive a free copy of Ron Nash's latest book: *And What About You?*

Confidence: The Missing Ingredient to Maximizing Student Achievement (Grades K-5)
Date: Thursday, October 17, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Presenter: Tal Thompson (Albemarle County Schools)
Audience: Grades K-5 Classroom Teachers, Instructional Coaches, Curriculum Specialists, and Administrators
Description: One of the greatest problems that teachers face in today's classrooms is bringing out the best their students have to offer. This problem is crushing and demoralizing to teachers as they continue to pursue best practices for their students. No matter how complex, interactive, engaging, or rigorous the project is, students will not show off their true inner gifts and talents without first addressing this problem. The problem is CONFIDENCE – or the lack thereof - in students. In this workshop, participants will explore various strategies that create an inclusive community of learners as well as focus on the kinds of competencies that are consistent with learners who believe their voice matters, they have agency in their learning, and they can influence their communities and the world. Confidence building must start small, by igniting a self-belief within each student. The workshop will equip participants with Phase One Strategies that will cultivate a space where students can explore their own self-worth and develop an appreciation of their own abilities and qualities. Participants will also examine Phase Two Resources that promote the bringing out of that appreciation and self-worth, so students can become contributors to the class community and develop a voice that influences not only small groups but the entire room. Finally, participants will explore Phase Three of this process, to see how students can take their newfound confidence to the next level. This workshop will enable teachers to become facilitators who develop confidence in their students, thus enabling students to think critically, collaborate effectively, and produce more creative products that better demonstrate their talents. At the end of the workshop, participants will be equipped with various resources to take back to their schools so they can watch their classrooms come to life with engaged and confident students. The presenter will offer two follow up Zoom sessions, each of which will introduce a new confidence building strategy that participants can add to their "resource belt" and put into practice in order to continue the growth of confidence in their classrooms.

Recognizing and Overcoming Implicit Bias and Microaggressions (Grades K-12)
Date: Wednesday, October 23, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $179 ($239 for Non-Members)
(NOTE: There will be a discount for teams of five participants from the same school division (if four participants are registered, a fifth participant can register to attend at no additional charge.)
Presenter: Dr. Joseph Williams, University of Virginia
Audience: Grades K-12 Classroom Teachers, Coaches, Instructional Leaders, and Administrators
Description: No matter how unbiased we think we are, we all hold negative attitudes and stereotypes towards others based on race, ethnicity, gender, sexual orientation, religion, primary language, socioeconomic status, etc. – that we are unaware of. Even the most dedicated and well-meaning educators hold stereotypes and beliefs that affect how they respond to and interact with students and their families. Unfortunately, these beliefs can be as harmful as they are inevitable—at least when unexamined. Often what gets the most attention are overt behaviors that reveal our prejudices and demonstrate discrimination. What is frequently overlooked or not discussed are implicit biases that often get reflected in the form of microaggressions. Microaggressions occur as a result of implicit or unconscious bias and can be defined as daily verbal, behavioral or environmental messages (whether intentional or unintentional) that communicate that another person's identity or heritage is less valued or is perceived negatively. These everyday occurrences may on the surface appear quite trivial – even harmless. However, research indicates they have a powerful impact upon the behavior and academic performance of students. During this highly interactive workshop, participants will: develop an understanding of how and why implicit bias exists; identify their own unconscious biases; discuss evidence-based, practical strategies for reducing and interrupting implicit biases; identify various forms of microaggressions; understand the harmful impact of implicit bias and microaggressions on student behaviors and outcomes; and explore how to respond to microaggressions at school and in everyday situations. The goal of the workshop is to help educators reflect on their own implicit biases and become aware of microaggressions that are a part of their

everyday lives. An emphasis will be placed on identifying and managing unconscious biases and microaggressions and on understanding how they affect student outcomes.

Making Algebra I Content Accessible to ALL Students: A Visual / Functions Approach (Grades 8-12)
Date: Tuesday, October 29, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, September 27, 2019
Presenter: Suzanne Bazak (Roanoke City Schools)
Audience: EOC Algebra I and Algebra I Part 1 Classroom Teachers (especially those who work with at risk and special education students), Mathematics Coaches, Curriculum Specialists, and Instructional Leaders.
Description: Many students, both those with disabilities and those without, find math in general, and Algebra I more specifically, to be quite challenging. Research has shown that students who pass Algebra I no later than the end of ninth grade are more likely to graduate from high school, but many students struggle to successfully master the content of Algebra I. Because Algebra I is a gateway course that predicts future academic and workforce success, making Algebra I accessible to all students is a goal that educators must embrace. This workshop will look at a non-traditional approach to teaching Algebra I content which utilizes a variety of strategies and resources to support all learners. Participants will explore a visual/functions approach to teaching algebra which can help students to develop a concrete understanding of abstract algebraic ideas. An emphasis will be placed on using the Desmos graphing calculator and manipulatives to help students explore and develop an understanding of the visual characteristics of linear and quadratic functions and their ability to model real world situations. During this highly interactive workshop, participants will take on the role of students, engaging in hands-on learning activities so they see for themselves how effective they can be. Participants will leave with ideas and resources they can use immediately in their classrooms and schools to help all students develop a deep, conceptual understanding of Algebra I.

Breaking Down Barriers to Integrated Project-Based Learning (Grades 4-8)
Date: Tuesday, November 12, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, October 11, 2019
Presenter: Hailey Fenner, Manager of Digital Learning, and Maggie Creech, Group Tour Coordinator (Virginia Museum of History and Culture)
Audience: Grades 4-8 Social Studies Teachers, Instructional Coaches, Curriculum Specialists, Instructional Leaders, and Administrators
Description: This workshop will focus on how teachers can link deeper interdisciplinary learning and student project choice by employing National History Day project-based learning strategies. Participants will explore how National History Day research projects can incorporate SOLs for English and History, as well as other subject areas. The workshop will explore how NHD projects can build students' skills, with an emphasis on how the process can be scaffolded to incorporate younger students as well as learners of all different abilities. Participants will have a chance to learn about the typical project process, to provide them with the structure needed to feel confident encouraging students to undertake the challenges presented by project-based learning. They will also be provided with information about the National History Day Contest, so students who might be interested in pursuing any of the various options for entering their project in that competition will be well-prepared to do so. Going through the process of reviewing various sample projects during the workshop will give participants a good sense of what their students might be able to accomplish. Educators will also engage in several activities that are modeled on what their own students would do when working on their projects, putting into practice their own research skills by conducting guided online investigations and completing primary source analyses of documents from the Virginia Museum of History and Culture's collection. Participants will flex their own writing muscles as well, by drafting a thesis based on their research, so that they can see how this process can be successfully scaffolded for their students. During the workshop there will also be time devoted to allowing participants to develop a PBL plan of action and timeline which are tailored to their own class, course, school, or division.

Visible Thinking: A Collaborative Journey to Student Achievement (Grades K-5)
Date: Wednesday, November 13, 2019
Location: Dixon Educational Center (1751 Shutterlee Mill Road, Staunton, VA 24401)
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, October 11, 2019
Presenter: Sharon Barker, Stephanie Haskins, and Elementary Classroom Teachers (Staunton City Schools)
Audience: K-5 Classroom Teachers, Coaches, Curriculum Leaders, Instructional Specialists, and Administrators
Description: Why is it that some teachers seem to consistently have better impacts for student learning? Why is it that certain instructional practices yield *more* than a grade level's growth for students? What are the *best* strategies, and what do these high-yield strategies look like in action? Come join Staunton City Schools' teachers and administrators, as they share what they have learned in their collaborative work on studying the effect of implementing high-yield strategies across the school division. This workshop will focus on exploring "Visible Thinking," a term developed by John Hattie referencing the way we "see" student learning in the classroom. Participants will actively engage in activities such as analyzing and developing learning intentions and success criteria, focusing on teacher clarity, and practicing the use of student feedback. During the course of the workshop, participants will be taken by bus to a Staunton City elementary school, so that during that site visit they can see some of the discussed practices in action. After the workshop, participants will be encouraged to submit a video clip of one of their own classes engaged in using one of these high-yield strategies. The presenters will provide feedback on these videos, as well as answering questions participants might have and giving suggestions of other strategies that teachers might want to implement in their classrooms. This workshop will be high-engagement and high-impact learning, and it will prepare participants to undertake their own journey – putting into practice the precepts and conclusions of John Hattie in their own classrooms and schools.

Annual Student Leadership Conference (Grades 9-12)
Date: Thursday, November 14, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: FREE to participants from VaSCL Member High Schools
Registration Deadline: Friday, October 18, 2019
Presenter: Ted Dintersmith, Producer of "Most Likely to Succeed"
Audience: Teams of Students (Grades 9-12) and Faculty Advisors from VaSCL member high schools
Description: The 2019 Annual Student Leadership Conference will continue to focus on the VDOE "Profile of a Virginia Graduate," by exploring how high schools can best provide students with opportunities for acquiring content knowledge, developing workplace skills, exploring careers, and developing their community engagement and civic responsibility. There will be a particular emphasis placed on how schools can help students master the Five C's – the crucial 21st century skills of critical thinking, creative thinking, collaboration, communication, and citizenship that they will need in order to be successful. The Keynote Address will be given by Ted Dintersmith, whose movie "Most Likely to Succeed" and whose most recent book "What Schools Could Be" focus on the transformation that is needed in our schools in order to help students become "life-ready" individuals. Information about this year's Annual Student Leadership Conference will be sent 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 after Labor Day.

Windows and Mirrors: Reimagining Secondary ELA (Grades 6-12)

Date: Tuesday, November 19, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, October 18, 2019
Presenter: Becky Ellis (Edu21C Foundation) and Jacquelyn Brownlee (Albemarle County Schools)
Audience: Grades 6-12 ELA Classroom Teachers, Coaches, Curriculum Leaders, Instructional Specialists, and School Administrators
Description: How do we get teens to read books? How do we get teens to write for a variety of critical purposes? How do we get teens to care about ELA for more than a grade on a transcript? Can we view the SOLs as an invitation to innovate? English Language Arts instructors have a unique opportunity to engage students purposefully in exploring individual interests, culture, and technology, and, in doing so, to reimagine today's ELA classrooms to make them more effective for today's culturally diverse learners. During this workshop, middle school and high school ELA teachers and other Instructional Leaders will explore a wide variety of approaches and tools that can help make learning more relevant as well as more challenging for our students. The goal is for ELA instruction and assignments to be able to provide mirrors for students' own lives as well as windows to the outside world. During the workshop, we will examine the implicit biases and practices that shape our teacher identities so that teachers can then go back to their classrooms and use that knowledge to facilitate better connections with their own students. Participants will also have a chance to discuss the various books and projects that have proved successful in involving students in analyzing and developing a better understanding of themselves and of the world in which they live today. Participants should come prepared for an engaging dialogue and productive work session, focused on reframing their reading and writing instruction and assignments to engage students in authentic, project-based learning, using choice, technology, and culturally responsive practices.

Integrating Project and Problem Based Learning into Every-Day Instruction (Grades K-12)

Date: Tuesday, December 3, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, November 1, 2019
Presenter: John Hobson and Vicki Hobson (Albemarle County Schools)
Audience: Grades K-12 Classroom Teachers, Instructional Coaches, Curriculum Specialists, and Administrators
Description: Large Project and Problem Based Learning experiences can feel overwhelming for teachers to plan and implement. In addition, when students are limited to only occasionally having the opportunity to engage in PBL based instruction, they have limited opportunities to develop the skills and disposition for this type of student-centered learning. This conference will focus on how to integrate PBL-based instruction into every-day instruction throughout the year, by using Mini PBL's as tools to help evaluate and enhance students' current learning experiences. The workshop will explore protocols which can support individual teachers, as well as teams and PLCs, in quickly designing PBL experiences that can be easily integrated into instruction and occur in a multi-day (vs multi-week) unit design. The workshop will focus on how the every-day PBL process can help educators scaffold instructional skills for students and build a context for larger PBL opportunities by making this student-centered learning a more consistent part of student experiences throughout the year.

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students (Grades 3-8)
MLP Workshop III: Algebraic Thinking

Date: Tuesday, December 10, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members) OR $399 for ALL THREE Mathematics Learning Progressions Workshops (Number Systems & Operations on September 19, Rational Numbers on October 10, and Algebraic Thinking on December 10) ($579 for Non-Members)
Registration Deadline: Friday, November 1, 2019
Presenters: Dr. Jennifer Suh, Professor (George Mason University); Dr. Kimberly Morrow-Leong (Fairfax County, GMU); Sara Birkhead (GMU); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools, GMU); Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools);
Audience: Grades 3-8 Classroom Teachers, Vertical Teams, Instructional Coaches, and Curriculum Leaders
Description: Three workshops on Learning Progressions in Mathematics, which participants can choose to attend individually or as a package (at a discounted rate), are being offered by VaSCL this fall. These workshops will focus on how to build pathways for mathematical understanding for ALL students. All children follow natural developmental progressions in learning. Curriculum research has revealed sequences of activities that are effective in guiding learners through these levels of thinking. These developmental paths are the basis for math learning trajectories. The three workshops will address the following questions: How do students learn a topic?; What do equitable teaching practices look like?; How can we teach with visual tools within a learning progression?; What does math modeling look like at my grade level?; and, How can we systematically use evidence from formative assessment to monitor progress and guide instruction? The goal of these workshops is to help educators teach the way in which students learn, which will ensure that their programs offer equitable mathematics instructional practices. Participants will explore various hands-on activities for how to teach using visual tools, as well as learn how to develop a targeted learning sequence that differentiates learning for all students. Participants will also consider how to improve their use of formative assessment so that they can systematically employ evidence from student work to monitor progress toward mastery of the building blocks in a progression. There will be Break-Out Sessions during each workshop based on grade level. All three Math Progressions sessions are designed to guide the instruction of individual teachers or teams of teachers, as well as for coaches or instructional leaders to use when coaching teachers. Participants at each workshop will create a vertical action plan to bring back to their own classroom, school, or division. All participants in these three workshops will also receive all digital activities and videos aligned to the Virginia SOL, Grades 3-8, to use in their classrooms and schools this year.
During MLP Workshop III, presenters will engage teachers and coaches in mapping the learning progressions in Algebra and Functions, which are central to Algebra-Readiness. Participants will use an instructional routine called the Math VAULT to help unpack the learning trajectories using rich mathematical tasks. We will examine concepts around patterns and sequences, while exploring equations through multiple representations to deepen students' algebraic habits of mind. The goal of MLP Workshop III will be to map the curricular progression with the instructional sequence and conceptual strategies to better assess and understand the levels of sophistication in students' algebraic thinking, to help prepare ALL of our learners to be "Algebra-Ready!"

Using Five Processes to Gain Deep Mathematical Understanding (Grades PreK-3)
Date: Tuesday, March 24, 2020
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, February 21, 2020
Presenters: Kateri Thunder and Alisha Demchak (Charlottesville City Schools)
Audience: PreK-3 Teachers, Gifted Teachers, SPED Teachers, ESOL Teachers, Instructional Assistants, Instructional Coaches, Math Specialists and Coordinators, and Administrators
Description: In both literacy and mathematics, students need to make inferences, synthesize, and reflect on their thinking in order to build conceptual and procedural knowledge. In this workshop, participants will explore strategies for developing conceptual understanding and procedural knowledge in mathematics through the five processes: communication, representation, problem solving, reasoning, and connections. Participants will examine what each process is, and why each process is significant to learning in mathematics. The presenters will share a variety of evidence-based practices for engaging PreK-3 students in these five processes, including academic discourse, vocabulary instruction, the Concrete-Representational-Abstract (CRA) model, making conjectures, and self-monitoring strategies. Through personally participating in problem-solving with manipulatives, games, and truly problematic contexts, participants will analyze the mathematical processes students use as well as the mathematical concepts and procedures they learn. Throughout the workshop, participants will actively engage in and reflect on rich mathematics activities that can be used with PreK-3 students to enable them to gain deep mathematical understanding.

Computer Science for All… For the Rest of Us (Grades K-12)
Date: Wednesday, March 25, 2020
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, February 21, 2020
Presenter: Chris Dovi, Executive Director of CodeVA
Audience: Grades K-12 Administrators, Guidance Counselors, Media Specialists, Art Teachers, After-School Curriculum Leaders, and Classroom Teachers
Description: Computer science education is an investment in our children's future, and computer science literacy has now been designated as an essential literacy for all students, according to the Virginia Department of Education. However, for most school divisions seeking ways to support the new Virginia K-12 Computer Science SOLs, the subject remains a mystery. Much of the work rests with classroom teachers, but the involvement of other educators who are working in support positions is also essential to the success of establishing effective Computer Science programs. This workshop will dive into computer science for "the rest of us." The workshop will explore the differences between tech education and computer science or computational thinking. The focus will be on how and why computer science literacy matters to students, and thus why it needs to matter to all educators as well. By attending this workshop, participants will “get the facts” about computer science and develop their understanding of the importance of incorporating computational thinking into all of their school programs. Participants will have the opportunity to spend time trying for themselves some hands-on activities exploring computer science classroom instruction in order to help develop their appreciation and understanding of why almost all kids love learning computer science. Participants will also be provided with an introduction to the many free tools and resources that CodeVA makes available to school divisions as they work to meet the new Computer Science SOL mandate.