



2023 Berkshire Countywide Professional Development Day Brochure
An Opportunity for Every Teacher to Connect, Communicate, and Collaborate

BERK12 is pleased to announce the Fall 2023 Professional Development Day for Berkshire County Educators. This online catalog lists the workshops that are being offered throughout the County on Tuesday, November 7th. In addition to workshops being presented by several educators from the county, we are pleased to once again be joined by several of our community partners, including Berkshire Community College, Williams College, MCLA, Bard College at Simons Rock, the Berkshire County Historical Society, the BSO, the Berkshire Innovation Center, the Hancock Shaker Village, the Anti-Defamation League, and USTA Western Mass. **The day will run from 8:00 AM to 3:00 PM on November 7th unless otherwise noted.**

Please review the offerings listed in the catalog and follow directions for the online registration process through Eventbrite. Workshops are clearly labeled for Early Childhood, Elementary, Middle/High School and Specialists. In addition to various school locations, some programs will be presented at the Linde Center at Tanglewood, the Berkshire Innovation Center in Pittsfield, Arrowhead, MCLA, the Hancock Shaker Village, and other county locations. Those workshops that are being offered virtually are clearly labeled.

We are also encouraging districts to have their **paraprofessionals participate**, and they are welcome to attend any offerings if the subject matter is appropriate.

This year we are focusing our Keynote address on confronting Bias and Hatred in our schools and in our communities. Presented by Attorney Richard Cole, former Assistant Massachusetts Attorney General and

currently advisor to the Anti-Defamation League, the address will be held at Lenox Memorial Middle/High School and broadcast out to all workshop locations. Attorney Cole will then be leading a morning workshop on policy and procedure for school administrators, school committee members and others. **The keynote address will be broadcast via zoom from 8:15 am - 9:00 am.**

As in past years, educators will receive attendance credit for their participation in workshops on November 7th. 10 PDP's can be awarded by also completing the workshop demonstration of a professional learning project. **BERK12 Partner Districts can send their staff to any workshop free of charge! If you are a staff member of a non-partner district, (CBRSD/MGRSD/SBRSD/McCann/Hancock, or other non-partner school), and wish to attend a workshop, feel free to register and we will bill your district for the day. This year's non-partner participant fee is \$100 per person.**

Registration is on a first come, first serve basis so register early for your desired workshop. Workshops with insufficient enrollment may be canceled.

Health And Safety: Participants and presenters are required to abide by the school district or institution related health and safety protocols as indicated.

Registration: For the 2023 countywide professional development day registration will open on **WEDNESDAY OCTOBER 11th at 4:00 P.M.** The registration website through Eventbrite will remain open until **MONDAY, OCTOBER 23rd at 12:00 P.M.** To enroll in a workshop, use the site link below and follow the instructions.

****CLICK TO REGISTER!* → *[EVENTBRITE REGISTRATION SITE](#)****

****Upon registration you will receive an email confirmation. Be sure to check your spam folder. If you do not receive a confirmation please email bsheran@pittsfield.net****

Registration is OPEN until MONDAY, OCTOBER 23rd at 12:00 P.M.

Instructions for Registration:

- Go to the link above after the registration opening day and time. Click the green button that says "register."
- You will see a popup that has a list of all the professional development opportunities for November 7th.
- Scroll down and to the PD of your choice and use the drop menu for select 1 ticket.
- After selecting a ticket click "check out." Complete the process and fill in the appropriate fields (name, school district, email, etc.) **Please make sure ALL information is spelled correctly before submitting.**
- Be sure to use your **school district email address** so presenters can contact you prior to the workshop.

Workshop Offerings for Nov. 7th

Early Childhood Educator Offerings

#1. PreK-2 Looney Math Collaborative

Presented by: Kerry Bean

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: Math

Objectives: Collaborate with colleagues on preK-2 looney math ideas; Spend time sorting/copying to prepare games/activities for use in class; Share ways that being curious (not judgmental) has impacted your teaching this year

Narrative: For prior participants of prek-2 Looney Math PD. This is a time to collaborate with colleagues on games/ideas and discuss what you hope to include in your math time, as well as, work on organizing materials to be prepared to teach (feel free to bring a bin of items and bags to make counting centers with). The hope is to continue noticing and wondering about the transformative feeling that we shared at PD in June and carry it throughout the school year.

Demonstration of Professional Learning: 2 Lesson Plans combining looney math materials/ideas with curriculum

Location: Conte Community School Library

Maximum Number of Participants: 20

#2. The Writing Revolution" Lesson Planning for Advancing Thinking Through Writing

Presented by: Jessica Christman

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: Elementary Education (K-6)

Objectives: 1. Explore research-based approaches and instructional methods from "The Writing Revolution" book to enhance elementary writing instruction. Delve into explicit instruction in sentence structure, organization, and mechanics to positively impact students' writing skills. 2. Collaborate with fellow elementary teachers to exchange insights, experiences, and successful practices in implementing "The Writing Revolution" strategies. Acquire the skills to seamlessly integrate these principles into your current lesson plans and teaching methods.

Narrative: Join an engaging and interactive professional development workshop designed for elementary educators. Explore "The Writing Revolution" as we uncover research-based approaches and instructional methods for enhancing writing instruction. Through collaborative discussions, hands-on activities, and guided lesson planning, you'll acquire practical skills and strategies to effectively apply the book's principles in your classrooms. This workshop is tailored to provide you with the tools, knowledge, and support needed to elevate writing instruction in your elementary classroom.

Demonstration of Professional Learning: As a culminating assignment to earn Professional Development Points (PDPs), workshop participants will create two comprehensive lesson plans that apply the principles and strategies acquired during the workshop. These lesson plans will emphasize the integration of writing instruction within their specific subject areas or grade levels. Participants will craft engaging activities, employ formative assessment strategies, and incorporate differentiation techniques to cater to the needs of diverse learners. These lesson plans will serve as tangible evidence of participants' proficiency in effectively applying the workshop's content to their instructional planning. The presenter will collect and review these learning extension projects, offering feedback to ensure alignment with the workshop's objectives.

Location: Conte Community School

Maximum Number of Participants: 25

#3. Unpacking Reveal Math

Presented by: Elaine Miller; Tiffany Baum; Patrice Gamberoni

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: Math

Objectives: Elementary teachers will unpack Reveal Math; teachers will collaborate and share ideas from the curriculum; teachers will plan upcoming lessons in grade level teams to provide students with engaging learning experiences.

Narrative: Teachers will be given time to collaborate and plan as they unpack Reveal Math. Teachers will have the opportunity to learn from each other and explore the curriculum both in print and online. This workshop will provide teachers with time to plan lessons and learning experiences for students in grade level teams.

Demonstration of Professional Learning: Participants will provide 4 additional lesson plans/experiences for their students based on the Reveal Math curriculum.

Location: Williams Elementary School Room 5

Maximum Number of Participants: 30

#4. Creating Useful Centers of Instruction

Presented by: Jeanne Lemmond

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: English Language Arts - Writing, Math, Early Childhood Education (Birth-age 5), Elementary Education (K-6)

Objectives: Objectives: Instructors will identify priority standards in ELA or math. Instructors will look at current student data to analyze instructional weaknesses and an outline of center activities to address student growth will be drafted. Using science based standard research, instructors will create meaningful center activities for their classroom. Activities created will be shared with other instructors at grade level and with other levels of learning. Target areas will be with the new math curriculum and/or writing standards.

Narrative: Workshop will pinpoint priority standards and areas of instructional need in order to create meaningful center activities to support student growth, for additional standard practice/review and areas identified through data analysis. Instructors will then create science-based activities in ELA and/or math. This hands-on collaborative workshop will give teachers the opportunity to create meaningful center activities, as well as, discuss areas of instructional need with a horizontal and vertical focus. Educators should bring their computer and any materials they might need to create centers in ELA or Math for their classrooms. Emphasis will be on center activities with Reveal Math and/or writing components.

Demonstration of Professional Learning: Educators will create a total of 3 center activities for a grade level. Each activity will have a specific standard of instruction and will identify 3 levels of learning.

Location: Crosby Elementary School

Maximum Number of Participants: 20 - Priority for Crosby Elementary Educators

#5. Co-Planning in a Co-Teaching Setting

Presented by: Leah Ferriter and Kim Pemble

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: Elementary Education (K-6)

Objectives: Educators will collaborate with co-teaching teams in order to share ideas, analyze data and review instruction materials in order to adjust practices to meet students' needs.

Narrative: Educators will gain an understanding of the co-teaching model in order to effectively co-plan with their co-teacher and/or grade level team. Educators will share ideas, review data and how to apply to current instruction, then given time to co-plan with their co-teacher/team using what they have learned

Demonstration of Professional Learning: Educators will submit a collection of lesson plans/ co-planning documents

Location: Stearns Elementary. School, Pittsfield

Maximum Number of Participants: 25

#6. It's Elementary: Insert some simple tools to engage your students

Presented by: Kate Shaw Olender

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Math, Science, Social Studies, ESL / ELL, Librarians, Elementary Education (K-6), Special Education

Objectives: Educators would get an introduction to elementary computer science state standards. Educators will leave the workshop with 1 to 2 "hacks" where they can insert an element of CS into their existing curriculum. Educators will use several ed tech tools and play with some physical computing tools.

Narrative: Come and play - it's elementary. We will use online and physical computing tools that your students can then use to demonstrate their knowledge using these tools. Hands-on learning for you and your students.

During this workshop teachers will learn how to use SIMPLE and fun computer science to engage their students. Teachers will learn SIMPLE computer science concepts and tools that they can easily and quickly use in their classroom. These concepts/tools can be used in existing lesson plans to add learning and engage their students. Teachers will walk away with knowledge of the computer science state standards and ideas on how to incorporate computational thinking into their curriculum.

Demonstration of Professional Learning: Teachers will be able to insert these tools and basic CS concepts into existing lesson plans and share those enhanced lesson plans. I believe two enhanced lesson plans would account for 4 hours of extension work.

Location: Berkshire Innovation Center

Maximum Number of Participants: 20

#7. Williams Elementary Deep Data Dive

Presented by: Samantha Farella & Sharon Gilmore

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Math, Elementary Education (K-6), Special Education

Objectives: Grade level instructional teams will analyze a variety of data sources to: identify deficit skills; identify enrichment skills; create flexible tier one differentiated instructional plans; collaborate with intervention team members to create flexible tier two targeted instructional plans; plan formative assessments for targeted skills

Narrative: WES educators will use a variety of data sources and instructional resources to plan well-structured instructional blocks (including whole group and small group and walk-to groups) so that ALL students have access to flexible tiered groupings that maximize the skills and strategies most impactful to them. This is a hands-on, collaborative working session for Williams Elementary School teachers.

Demonstration of Professional Learning: Educators will use their data analysis as their primary source to create an action plan with brief paragraph reflection on their adjustment to practice. Educators will schedule 2-3 collaborative planning sessions to share their action plans, prepare lessons and materials, and plan to infuse formative assessments based on the targeted groups they created. Educators should submit collaborative planning note catchers.

Location: Williams Elementary School Cafeteria

Maximum Number of Participants: 30

#8. A Discussion of Equity, Diversity, Social Justice, and Cultural Inclusion in the General Music Education Classroom

Presented by: Kim Chirichella

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: Elementary General Music/Choral Music

Objectives: Participants will discuss how music can engage and advocate for those in the margins of society. Participants will read, discuss, and reflect on short articles and literature pertaining to this topic. Participants will leave with a working, proactive, generalized statement for their music education classroom, covering the use of materials and musical choice in listening and singing and/or a new tool to use in a music lesson or music choice.

Narrative: In this discussion course, elementary general music educators will read, discuss, and reflect on current social justice, cultural and other topical articles in the music classroom. We will break out into smaller groups for these discussions and then come back to the larger group to share statements and ideas. Participants are encouraged to bring one book, lesson, song, etc. to class to share that has been helpful or problematic regarding the topic. In conclusion, participants will leave with one new idea to share in the classroom with regard to the topics, or with a generalized, working statement that will be reflective and helpful in their position.

Demonstration of Professional Learning: Each participant will return to their school and create one lesson plan or research one new article pertaining to the topic. These will all be collected by the presenter and compiled/shared with each participant for a variety of resources.

Location: Muddy Brook Elementary School Music Room

Maximum Number of Participants: 20

#9. Makey-Makey- Incorporating Science and Technology into the Classroom

Presented by: Staci Lazzari

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: Science, Elementary Education (K-6)

Objectives: We will explore and learn how to use Makey-Makey as a tool to elevate and engage students' learning in science, technology, and a vast number of other subjects in education.

Narrative: Educators will be introduced to Makey-Makey, a technology tool that uses basic circuit boards to interact with simple commands on the computer. We will explore examples and resources that will demonstrate some of the uses of this tool in the classroom and will have time to play and explore with the product itself. There will be time allotted to collaborate and create cross curricular lessons and most importantly, have a little fun.

Demonstration of Professional Learning: After teachers continue to explore the given resources, they can reflect on how the Makey-Makey can effectively be used as a technology/cross curricular tool in their classroom.

Location: Colegrove Park Elementary School Classroom TBD

Maximum Number of Participants: 20

#10. Teaching Science through Project Based Learning

Presented by: Lisa Tanner and Lisa Marceau

Intended Grade Level Audience: K-6

Intended Content/Focus Area: Science

Objectives: Participants will:

1. Demonstrate an understanding of project based learning
2. Plan and create a science PBL of their own

Narrative: Would you like to engage your students in a hands-on, student led learning experience that has them excited and eager to keep learning? Would you like to be able to teach more than one content area at the same time? Would you like to be able to have your students work collaboratively and ask for more? Project Based Learning is the answer. We will lead you through design, development and planning by example. We will help you brainstorm and start to plan your own exciting project.

Demonstration of Professional Learning: A project based science unit planned, implementation of the unit and a reflection of how the unit went based on the workshop guidelines.

Location: Colegrove Park Elementary School, North Adams

Maximum Number of Participants: 20

Elementary/Middle/High School Educator Offerings

#11. Building a Safe, Welcoming, and Equitable School Community that Promotes Student Leadership, Engagement and Learning AM ONLY! PARTICIPANTS CAN ATTEND # 18 IN THE PM (see below)

Presented by: Richard Cole

Intended Grade Level Audience: Early Childhood Educators, Middle and High School Educators

Intended Content/Focus Area: PreK-12 District and school administrators (including Principals & Assistant Principals, SPED Directors, etc.), teachers, counselors

Objectives: Identify and examine the policies, systems, strategies, and skills they need for building a safe, welcoming, and educationally equitable school community that promotes students' civil rights, engagement, and learning.

Narrative: This interactive workshop will provide school leaders, school professionals and school committee members with the components of a school action plan for effectively preventing and responding to bullying, and to bias-motivated threats, intimidation, harassment, and violence based on race, color, ethnicity, national origin, religion, gender, sexual orientation, gender identify, or disability. Participants will learn about important legal and practical differences between harassment and bullying and how those differences affect the implementation of individual student and school-wide corrective and remedial action. The workshop will also highlight keys for successfully empowering student leadership, in partnership with school staff, in combating bullying and bias-motivated harassment. The workshop will also address anticipated key changes in Title IX Regulations scheduled for the fall of 2023.

Demonstration of Professional Learning: Implementation of updated bias incident prevention and response policies and protocols.

Location: Lenox Memorial Middle/High Auditorium

Maximum Number of Participants: 150

#12. Transforming Stress-An Interactive Workshop for Improving Your Wellbeing and Mental Fitness

Presented by: Julie Haagenon

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: SEL- Social Emotional Learning, Wellness

Objectives: Explore the science of stress and wellbeing, Identify your automatic responses to stress and how to shift it, Hack the stress cycle with concrete research-based tools and strategies

Narrative: In this workshop, will explore the science of stress and wellbeing enabling you to understand your own responses and empower the students in your classroom. You will discover practical tools and evidence-based strategies to transform stress, build your mental fitness, and foster a more balanced and positive teaching experience. You will leave with real world applications for yourself and your students.

Demonstration of Professional Learning: TBA

Location: Lenox Memorial Middle/High

Maximum Number of Participants: 40

#13. Work your PACE Classroom/MCAS ALTs

Presented by: Pamela Garwood, Dean Bamford, and Bridget McKeever

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Special Education

Objectives: 1. To show teachers and paraprofessionals how to negotiate the PACE curriculum. 2. To help teachers and paraprofessionals with classroom management. 3. To begin the MCAS ALts journey.

Narrative: The workshop will introduce teachers and paraprofessionals to the PACE curriculum. There will be both online and paper versions. You will be guided through lessons to brainstorm how to use this unique curriculum. Teachers and paraprofessionals will be shown how to set up individual/group work sessions. The afternoon will be geared towards MCAs ALts.

Demonstration of Professional Learning: Completed portfolios will be reviewed by peers.

Location: Reid Middle School, Room 135 **Maximum Number of Participants:** 25

#14. Your class 20 years later

Presented by: Geillan Aly

Intended Grade Level Audience: High School Educators

Intended Content/Focus Area: Math

Objectives: At the end of the workshop math teachers will be able to: articulate the skills they would like their students to have at the end of their terms; connect these intended skills with their content objectives; modify or create meaningful mathematics lessons using student-centered pedagogical techniques to be able to help foster students' mathematical skills.

Narrative: Twenty years from now, what would your students say about your math class and what they learned in it? Math teachers' course objectives and requirements are often so content-focused that it may seem difficult to also incorporate meaningful skills which resonate with students. In this workshop, we will collectively collaborate on meaningful skills students should have and how mathematics can be a means to gain such skills. Classroom norms and math lessons will be designed to specifically help students develop these meaningful skills. In such classes, students will be more engaged in mathematics classes, likely leading to higher student outcomes.

Demonstration of Professional Learning: Teachers will have an opportunity to modify a lesson plan during the workshop. From here, extensions can include further development of other lesson plans, or reflecting on lessons which have been modified through additional contact time.

Location: Berkshire Innovation Center

Maximum Number of Participants: 30

#15. An Introduction to Culturally Responsive Teaching - CANCELED

Presented by: Emily Day

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Math, Science, Social Studies, CVTE, World Languages, Early Childhood Education (Birth-age 5), Elementary Education (K-6), Special Education

Objectives: What is culturally responsive teaching and asset-based pedagogy?

What is culture and why is it relevant to student learning?

What are the characteristics of culturally responsive teaching and classroom management?

Narrative: In this one-day workshop, participants will explore the complexity of culture and how it affects our work as educators and the experiences of our students. Drawing from the book "Culturally and Linguistically Responsive Teaching and Learning," by Sharroky Hollie, the presenter will lead discussions about what culture is, how to see students' cultures as assets, and how to distinguish between culturally inappropriate behavior and unacceptable behavior. Participants will learn techniques to make vocabulary, academic literacy, and academic language more culturally responsive, as well as how to create a classroom environment that is culturally responsive and welcoming. From a past participant: "I appreciated the open, supportive, and productive atmosphere of our workshop discussions (AKA ``courageous conversations' '). This was one of the best PDs that I have taken part in.``"

Demonstration of Professional Learning: To earn 10 PDPs, participants will read two chapters in Dr. Hollie's book and reflect on their own teaching and classrooms.

Location: Pittsfield High School Room 210

Maximum Number of Participants: 25

#16. Berkshire Portrait of a Graduate in the Classroom

Presented by: Brian Pious

Intended Grade Level Audience: High School Educators

Intended Content/Focus Area: Teachers and faculty members

Objectives: Teachers will develop ways to build in and measure the PoG competencies into how they facilitate class discussions, expect students to work through assignments, and develop executive functioning skills specific to their class and subject matter.

Narrative: Portrait of a Graduate is an initiative that several schools in Berkshire County have been implementing. To better understand the competencies and be given time to consider ways to incorporate it in the classroom I want to share with others my own experiences and help facilitate planning time so teachers leave with a tool box and a clear vision for their own use of PoG.

Demonstration of Professional Learning: Teachers will be expected to create lessons, units or class syllabi and teaching strategies that will incorporate the Portrait of a Graduate competencies authentically into their classroom setting and climate.

Location: Drury High School (room number TBD)

Maximum Number of Participants: 25

#17. Berkshire Portrait of a Graduate - Network Convening

Presented by: Berkshire PoG Leadership Team and School Site Leaders

Intended Grade Level Audience: Berkshire PoG Site Team and Project Members

Intended Content/Focus Area: Various

Objectives: Engage site teams and school faculty in activities to more deeply embed the Berkshire Portrait of a Graduate competencies in teaching and learning at their respective schools; Collaborate with peers, students, and Berkshire PoG partner schools; Plan activities that support the integration of the Berkshire PoG competencies at specific school sites and the broader network; Analyze and adjust project and school plans based upon feedback from the October Barr PoG Convening in The Berkshires.

Narrative: Transforming education for student success is only possible through collaboration. The Berkshire Portrait of a Graduate is a community driven vision of what students should know and be able to do after their PK-12 education. By working together, we can intentionally design our schools to meet the needs of every student to help them move confidently towards their next steps in college, career, and life. The morning session of the workshop will go into depth on our Citizenship competency. Participants (students, faculty, and site teams) will engage in cross school dialogue and activities to understand, evaluate, and integrate competencies into classrooms and schools more broadly. The afternoon session will be structured around partner school integration and implementation planning to further align efforts to the Berkshire Portrait of a Graduate.

Demonstration of Professional Learning: Integration of PoG competencies in unit and lesson planning with delivery and reflective component.

Maximum Number of Participants: 50 (*PoG site team members only*)

Location: AM - Virtual via Zoom; PM - In person at school sites - PHS, THS, BART, HOOSAC, and DRURY

#18. Narrative 4: Story Exchange and Facilitator Training

Presented by: Kate Laskey

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: SEL

Objectives: Educators will experience The Story Exchange as a form of empathy and connection building. Educators will learn new ways to incorporate deep listening, self-management, and self-awareness into their classrooms. Educators will be trained to facilitate the Story Exchange in their schools/classrooms.

Narrative: Narrative 4's Story Exchange is a process that builds connection and empathy quickly through the power of storytelling. We believe that the shortest distance between two people is a story. In a story exchange, two people are partnered and they tell one another a true story from their life. They then come back together in a larger group and retell one another's stories in the first person. During this workshop, educators will experience a story exchange and be trained to facilitate a story exchange in their classroom with students or in their school community. N4 also provides support planning individualized lessons leading up to and following the story exchange focused on SEL needs in the classroom/community. Educators will walk away with deep listening, self-awareness, and self-management tools to bring back to their classrooms immediately as well as a draft of a plan to run a story exchange with students.

Demonstration of Professional Learning: With the cohort that we worked with in the spring, we had them plan and run a story exchange with their students as their professional project. This requires pre-work lesson planning with their Narrative 4 advisor, delivering SEL lessons to students leading up to a successful story exchange, running a story exchange in their class and can also include a civic engagement project or other projects following the exchange.

Location: Drury High School

Maximum Number of Participants: 20

#19. Getting Organized with Google Workspace

Presented by: Emily Pious

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Math, Science, Social Studies, CVTE, World Languages, Elementary Education (K-6), Special Education

Objectives: Make participants aware of updates and new features that have been added to Google Workspace (Drive, Docs, Slides, Sheets, Forms, Keep, Calendar, Gmail, Jamboard); Provide educators with ways to utilize Google Workspace tools in order to streamline their professional tasks and create engaging social emotional and academic student activities; Answer questions/solve problems provided by participating educators related to Google Workspace applications (Drive, Docs, Slides, Sheets, Forms, Keep, Calendar, Gmail, Jamboard)

Narrative: Technology tools can be such an asset in the classroom, but there's often not sufficient time to learn to use them or to keep up with ongoing updates to those tools. This professional development session will provide participants with an overview of updates to the Google Workspace suite of tools (Drive, Docs, Slides, Sheets, Forms, Keep, Calendar, Gmail, Jamboard) as well as ways to use those tools to improve classroom organization and create learning activities. The content of this workshop will be different from what was covered last year. Participants will have the opportunity to submit questions and challenges related to any Google Workspace application (Drive, Docs, Slides, Sheets, Forms, Keep, Calendar, Gmail, Jamboard) prior to the workshop.

Demonstration of Professional Learning: Participants may submit a narrative of three or more Google suite techniques or activities they utilized following the workshop. The narrative should include what technique or product they created, how they used it, any struggles they had and the impact on their teaching or workflow.

Location: Drury High School, Room B222

Maximum Number of Participants: 25

#20. Engaging Young People in Courageous Conversations on Social Justice PM ONLY!

Presented by: Phil Fogelman & Jaime McAllister-Grande

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Math, Science, Social Studies, World Languages, OT/PT/SLP, School Nurses, Physical Education / Health, ESL / ELL, Psych/SAC/Guidance, Librarians, Early Childhood Education (Birth-age 5), Elementary Education (K-6), Special Education, Wellness; Please include district leadership

Objectives: Identify approaches and strategies to facilitate age-appropriate and meaningful conversations with elementary and secondary students on topics and issues pertaining to social justice.

Narrative: At a time when educators across the country are increasingly restricted and prohibited from utilizing curriculum and facilitating classroom conversations on what is referred to as “divisive concepts”—subject matter that could make students feel uncomfortable, such as race, sexual orientation, and gender—elementary and secondary students with historically marginalized identities continue to experience bullying at an alarming rate. In addition to undermining the targeted students’ safety and sense of belonging and harming their social, emotional, and physical health, identity-based bullying contributes to a school culture of intimidation and fear. Even in states such as Massachusetts where curriculum and classroom conversations on “divisive concepts” are permitted, many educators are concerned they will say the “wrong” thing, be misinterpreted and/or confronted by students’ families and/or not receive support from their administration. Approaches and strategies in this interactive and discussion-based workshop will include a framework for facilitating age-appropriate and meaningful conversations with elementary and secondary students on topics and issues pertaining to social justice, as well as important considerations such as language, intentionality, and historical and contextual information.

Demonstration of Professional Learning: Development and implementation of one or more lesson plans that incorporate age-appropriate and meaningful conversations with elementary or secondary students on topics and issues pertaining to social justice.

Location: Lenox Memorial Middle/High

Maximum Number of Participants: 50

#21. Breathe, Move, Journal: Mindfulness Tools to Support SEL

Presented by: Elizabeth Heller

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Emotional, physical, mental health and wellbeing

Objectives: Gain a practical understanding of how mindfulness is a powerful foundation for and complement to SEL programming; learn and practice the evidence-based tools of breath work, body movement and journaling with the *Kids Super Journal* to help kids self-manage well-being in the classroom; explore classroom specific strategies, practices and routines that support nervous system regulation (enabling kids to better absorb learning material).

Narrative: Join in this fun and evidence-based opportunity to experience and explore simple, practical and proven mindfulness tools for use in the classroom within the existing SEL curriculum. These tools offer an effective structure to help children (and adults) self-manage emotions, boost self-esteem and confidence and help create a calm and vibrant atmosphere for learning. The workshop focuses on the science behind mindfulness as well as breath work, body movement and journaling tools as the three pillars of wellness that can be used in the classroom and everywhere out in the world.

Demonstration of Professional Learning: The *Kids Super Journal* 4-hour extension project will include: 1. Creating and implementing a daily plan for using the *Kids Super Journal* and/or the breathing, moving and journaling tools used in the PD workshop. 2. Evaluation of the tools including observation and reflection. 3. Two one-hour Zoom meetings to go over plans, observations and reflections and improve or maintain an effective mindfulness classroom strategy.

Location: Anahata School House, Adams

Maximum Number of Participants: 40

#22. Middle School Open Sci Ed - CANCELED DUE TO LOW ENROLLMENT

Presented by: Anna Giovanone

Intended Grade Level Audience: Middle School Educators

Intended Content/Focus Area: Science

Objectives: 1. Participants will be able to evaluate and prioritize Open Sci Ed materials for the implementation of their first unit. 2. Participants will be able to compare and contrast delivery methods (electronic v paper) for materials relating to their first Open Sci Ed unit. 3. Participants will be able to distinguish effective strategies used in the delivery of the material in their first Open Sci Ed unit.

Narrative: In this workshop we will be looking at teaching middle school science through the phenomena-based lessons in the Open Sci Ed curriculum. Participants will be analyzing how their first unit is going/went and any modification that could be made to make the unit better or go smoother. Participants will also discuss with other educators who are using the open sci ed curriculum to see what strategies they could potentially use in implementing the rest of their first unit or the next open sci ed unit.

Demonstration of Professional Learning: Participants will create a detailed lesson plan using one or more strategies discussed to implement while teaching the Open Sci Ed lesson.

Location: Herberg Middle School Rm 133

Maximum Number of Participants: 20

#23. Community, Equality, and Innovation at Hancock Shaker Village

Presented by: Cindy Dickinson

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Science, Social Studies, Elementary Education (K-6)

Objectives: 1) Provide an engaging, educational day for curious, active educators 2) Use our historic site and farm to model hands-on activities that relate to social studies and science standards 3) Work with educators to connect these experiences to their classroom curriculum. The workshop is especially suitable for teachers who bring or are interested in bringing students to the Village for field trips, including the Village's partnership with 3rd grade classes in Pittsfield Public Schools.

Narrative: During this workshop you will engage in social studies- and science-based activities at our historic village and farm and find inspiration for lessons to share in the classroom. We will address themes related to community, gender equality, and innovation. The day will include 1) the Village's new Discovery Tours that focus on textiles and on woodworking/architecture (participants will choose one); 2) hands-on demonstrations of blacksmithing and small tools; 3) a session with the Village's livestock manager focusing on animal habits and health; 4) a demonstration of the historic water turbine; and 5) an activity that explores Shaker lives through historic photographs. Throughout the workshop, participants will have time to identify concepts and activities applicable to their curriculum, and brainstorm ideas for the classroom. The extension project will allow educators to build these reflections into a lesson plan or curriculum unit.

Demonstration of Professional Learning: Educators will have time during the workshop to reflect on the experiences they have had and their applicability to their own curriculum. Educators are invited to develop from the day a lesson or unit plan to implement in their class this year.

Location: Hancock Shaker Village

Maximum Number of Participants: 25

#24. Meaningful Science Projects in Middle School

Presented by: Jessica Oakley

Intended Grade Level Audience: Middle School Educators

Intended Content/Focus Area: Science

Objectives: Generate creative ideas & strategies that meet the challenges of planning for group work and longer-term projects; Identify & explore projects that work with specific Science standards and types of learners; Give time to work on developing projects for science classrooms

Narrative: This workshop will explore ways to incorporate project-based learning into a middle school science classroom. We will discuss the challenges and benefits inherent in project-based work (from the planning to the sharing/grading stages) and share solutions for different types of classrooms and learners. I will provide at least 7 examples of different types of projects from my 6th grade classroom and give teachers time to work on a project for their middle school classroom. Teachers should come with a laptop and an idea of a particular area of study they are interested in developing a project around.

Demonstration of Professional Learning: In order to earn 10 PDPs, participants will submit a plan for a science-based project.

Location: WEB DuBois Middle School, Room 108

Maximum Number of Participants: 24

#25. Improving Math engagement and comprehension through student debate

Presented by: Fred Erickson

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: Math

Objectives: 1. Participants will explore the benefits and challenges of using daily debate as a powerful tool within a math classroom. 2. Participants will share best practices and brainstorm new practices that aim to engage all learners and improve depth of comprehension.

Narrative: Students love to argue! Let's explore how we can refine their debate technique to enhance math comprehension and encourage engagement by all learners. You will be asked to examine your own math teaching practice in order to share some best practices related to encouraging and improving debate. We will also challenge ourselves to explore inadvertent ways we diminish debate. We will explore how technology, like Desmos and Geogebra, can be used effectively within a debating context.

Demonstration of Professional Learning: Each participant would experiment with improving the use of debate within their classroom. They would journal about the experience sharing their trials and discoveries (3 posts - 1 per week). At least once, they would ask a peer to observe with specific debate-related objectives. The 3 posts will be shared with the group so that participants can benefit from others' insights and experiences after the in-person session.+

Location: DuBois Middle School, Room 212

Maximum Number of Participants: 30

#26. Brain Rules: What Science Says About How We Learn

Presented by: Jackie DeGiorgis

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: English Language Arts - Writing, Math, Science, Social Studies, Special Education

Objectives: Participants will develop an understanding of how our brains work; Participants will apply the 12 Brain Rules to content lessons to improve student achievement.

Narrative: Most of us have no idea what is really going on inside our students' heads. Yet brain scientists have uncovered details every teacher should know. How do we learn? What exactly does stress do to our brains? Why is multitasking a myth? Why is it so easy to forget—and so important to repeat—new knowledge? In Brain Rules, Dr. John Medina shares what scientists know for sure about how our brains work. This professional development will help you cut through the hype to learn what really drives knowledge retention and performance.

Demonstration of Professional Learning: Participants may complete a lesson plan wherein they use at least 2 of the Brain Rules. Then, after teaching the lesson, they should write a reflection about it.

Location: Drury High School Room B235

Maximum Number of Participants: 25

#27. Best Practices for Writing Effective Recommendation Letters for your College-Bound Students

Presented by: Twink Williams Burns

Intended Grade Level Audience: High School Educators

Intended Content/Focus Area: Psych/SAC/Guidance, 10th, 11th, and 12th grade teachers who might be asked by students for college recommendation letters

Objectives: Participants will be able to recognize an average recommendation letter versus one that authentically helps admission officers better understand a student's strengths; Participants will be able to explain the difference between the role of a school counselor recommendation letter and the role of a content area teacher recommendation in the selective college admission process; Participants will be able to describe 3 best practices for recommendation letter-writing that they can utilize this school year.

Narrative: If you are a high school teacher or counselor who wants to maximize the time and energy you spend writing letters of recommendation for your college-bound students, this session is for you! We will review letter-writing best practices, share insider tips about how admission officers at selective colleges evaluate recommendation letters, explore how to address tricky situations, and train participants to recognize a standard recommendation letter versus one that authentically helps admission officers better understand your students' strengths. Then, we will put our learning into action with real-time practice. Lunch is provided at no charge.

Demonstration of Professional Learning: Participants can develop a 1–2-page handout describing best practices and tips for writing effective recommendation letters to share with colleagues in their school.

Location: Williams College, 1st Floor Presentation Room of Weston Hall (Admission and Financial Aid building)

Maximum Number of Participants: 50

#28. Yoga for Educators: the restorative power of pose and repose

Presented by: Dr. Mary Keator

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, School Nurses, Physical Education / Health, ESL / ELL, Elementary Education (K-6),

Objectives: Reduce anxiety and stress, and promote a sense of overall well-being; Strengthen focus and mindfulness through the body-mind connection; Expand imagination and promote creativity

Narrative: Yoga comes from the Sanskrit word "yuj," meaning union. Through the practice of yoga, educators can learn ways to strengthen the union between their body, mind, and heart. In this one-day workshop, you will have the opportunity to engage in various types of yoga practices. These yoga practices, which include specific physical postures, breath and mindfulness practices, sound healing, and yogic stories, are designed to support your overall sense of well-being. In addition, these practices can also be used to support your students' overall well-being (engaged, focused, steady, and calm) as you explore innovative ways to bring what you learn back into your classroom. * Please bring a yoga mat and wear clothing that allows for ease of movement.

Demonstration of Professional Learning: Participants may choose to develop an overall unit plan, individual lesson plans, or a teacher or student well-being plan utilizing yoga practices and/or stories.

Location: St. Ann's Parish Center Lenox, MA 01240

Maximum Number of Participants: 25

#29. Personal Journey - My Positive Experience in the USA as an Immigrant

Presented by: Fadia Rostom

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: ESL / ELL, Positive Cultural Diversity Experience in Schools

Objectives: Embarking on such a journey can be challenging, but with the support of a community, it becomes easier. As educators, it is important to maintain our focus on our main mission while providing support; Learning about a culture is important, but it is easy to fall into the trap of making assumptions. How can you learn about a culture without doing so? Fairness and equality are two different concepts. What may seem equal may not always be fair, and what may be fair may not always be equal.

Narrative: Educators will experience what it is like to be culturally different and how to maintain focus on their main mission to educate while providing support.

Educators will also learn that it is easy to fall into the trap of making assumptions and receiving assumptions as well. How to create mutual respect in the classroom, students, and teachers alike.

In the end, educators will exchange personal experiences, tips, and advice to enhance knowledge in a relaxed, supportive, and non-judgmental environment.

Demonstration of Professional Learning: Teachers will engage in peer observations, followed by reflection and processing. One-on-one support will be provided as needed.

Location: Saint Agnes Academy Library, 30 Carson Ave, Dalton

Maximum Number of Participants: 30

#30. "Energize Your Classroom: Exploring LASERS, Chocolate and Science Inquiry" CANCELED DUE TO LOW ENROLLMENT

Presented by: Deb Sarlin and Maria Rundle

Intended Grade Level Audience: Middle School Educators

Intended Content/Focus Area: Science, Librarians, Interdisciplinary

Objectives: Together we will: Explore Science and Engineering Practices; material science and state of matter changes; and digital literacy skill-building by designing (and then perhaps eating) your own customized LASER cut chocolate bar or keychain charm (not edible); Become more familiar with the research-proven Productive Talk strategies for enhancing classroom science discussions, ensuring that students do the "heavy lifting" and that discussions are rigorous and equitable. This includes integrating Claim/ Evidence/ Reasoning as a framework for science investigations; Identify concrete ways to bring Science and Engineering Practices to life in your classroom so that your students are doing the work of STEM professionals alongside you!

Narrative: Led by Creative Technologist Dr. Deb Sarlin and Maria Rundle from Flying Cloud Institute, we will spend a dynamic and creative day in the MakerSpace in BCC's Science Commons. Educators will be introduced to Light Amplified by Stimulated Radiation (a LASER) to collaboratively investigate energy transfer and state-change. Participants will use open-source software, spend some time exploring TinkerCad and then use the Glowforge LASER to cut and etch a customized chocolate bar or key-chain charm. BCC's Science Commons Director, Colin Wilson, will give teachers a tour of the space and equipment with the intention of welcoming them back again in the future with their students. Together we will explore hands-on science phenomena and engage in Productive Talk strategies.

Demonstration of Professional Learning: Come to the workshop with a simple digital image (a .jpg or .svg on a jump drive) or a line drawing – a simple sketch on paper, something you care about. After the workshop: Develop and introduce a set of Talk Norms to your class. Lead a discussion of these norms and how they promote the practices of scientists and engineers in the classroom. (45 minutes); Introduce an anchor phenomenon or lesson-based phenomenon to your class. Use the Productive Talk strategies to facilitate a discussion of this phenomenon. (45 minutes); Integrate the 9 Talk Moves into your science discussions. Experiment with wait time strategies, CER, and peer-to-peer communication. (1 hour); No sooner than Dec. 2, record a class discussion of 5-10 minutes. Listen to your recording of the class discussion and reflect back on your first Talk Norm classroom experience. Write a short reflection on how you see Science Talk strategies shifting the culture of learning and thinking in your classroom. (1 hour). Questions you will be asked to respond to in a pseudonymous online form following your exploration: Who are students talking to? Can they build on each other's ideas? Do you see students participating who previously did not? Do you see Claim, Evidence, and Reasoning being used to share observations, develop ideas, and make connections to scientific concepts? Are there cross-curricular opportunities for multi-disciplinary learning? Are your students achieving insights into their own learning process? Has the culture of learning in your classroom shifted more towards inquiry? Optional: join us for a zoom in January 2024 to compare notes on how Science Talk has impacted your teaching practice. Optional: bring your students to the MakerSpace at BCC's Science Commons for a field trip and introduce them to LASERS!

Location: The Makerspace in Berkshire Community College's Science Commons (Koussevitzky-213)

Maximum Number of Participants: 20

#31. Rigor and Purpose in the Classroom

Presented by: Allison Bergeron

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Math, Science, Social Studies

Narrative: Participants will work in affinity groups to create a unit of study (or adapt a current unit) using the IoSQ 3 tools.

Demonstration of Professional Learning: Completed unit plan & associated artifacts that have been vetted using the IoSQ3 tool for Rigorous and Purposeful Learning Experiences. Participants will need to vet their unit with another participant.

Location: Drury, room D344 or Stephen J. Drotter Memorial Library

Maximum Number of Participants: 20

#32. Pedestrian and Bicycle Safety Curriculum

Presented by: Emily Schiavoni

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Physical Education / Health

Objectives: Provide an overview of the Safe Routes to School program; Conduct skills-based pedestrian safety instruction; Conduct non-skills and skills-based bicycle safety instruction; Review Pedestrian and Bicycle Safety materials and resources, Walking School Bus and Bike Train Guide, Family Tip Sheets (Being a Bike Friendly Driver and Student Safety During Arrival and Dismissal), and Inclusion and Disability Guide; Review options for completing remaining PDP credit requirements

Narrative: According to the Centers for Disease Control, walking and biking are life skills that also support student independence, resiliency, and recommended daily physical activity. From a student's perspective, navigating the built environment when arriving and departing school offers different physical and cognitive challenges than for adults. Educating our student commuters of all abilities and ages on how to be a safe walker and biker bolsters school attendance, physical activity, and social interaction while decreasing family traffic. Adoption of this DESE-approved Health & Wellness curriculum allows for a more equitable and sustainable model across a school district. The Massachusetts Department of Transportation's Safe Routes to School is a free, federally-funded, public school, grades K-12 program that works collaboratively to bridge the gap between health and student active transportation. Its public health foundation includes Evaluation, Engineering, Education, Engagement, Encouragement, and Equity.

Demonstration of Professional Learning: Module 3 involves A) Safe Routes conducting a pedestrian safety class and bike safety assembly; B) observation of the educator doing the same; and C) self-paced review of assigned programmatic educational videos and materials; Module 4 involves A) self-paced review of assigned programmatic educational videos, webinars, and materials; and B) STEM and ELA related lesson plans. For each module presented, there is a module test (assessment of knowledge) and a session evaluation. These will be conducted on paper and/or via an online form. After taking each module test (and passing), the participant will receive a Certificate of Completion for the hours completed.

Location: Greylock Elementary School, Gymnasium

Maximum Number of Participants: 50

#33. An Introduction to Mindfulness

Presented by: Geoff Bell-Devaney

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: stress reduction

Objectives: stress reduction techniques -greater self-awareness -heightened emotion intelligence

Narrative: This Introduction to Mindfulness class will provide you with valuable tools that can help you become more present and peaceful. In this class, you will learn various mindfulness techniques including sitting meditation, mindful movement, mindful eating, and more. All of these mindfulness practices can contribute to a greater sense of awareness, insight, and wisdom in your life. The tools taught in this course will allow you to be more present to the reality of whatever you may be experiencing at any moment in your classroom and improve your ability to respond to each new situation from a place of greater attention, acceptance, and agency.

Participants are asked to bring a yoga mat and blanket if possible.

Demonstration of Professional Learning: Upon completion of this workshop, participants will practice the tools they have learned and keep a log outlining their time doing this. They will also submit a brief reflection on how these tools have supported them in their classroom and personal lives.

Location: Richmond Consolidated School Gymnasium.

Maximum Number of Participants: 25

#34. Painting in The Dark...Continued

Presented by: Lynn Shortis and Amy Mason

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Special Education

Objectives: Participants will:

1. Describe the impact of blindness and low vision on overall access to school settings.
2. Experience activities under blindfold and/or simulators including academic, electives, physical education, social skills, and mobility.
3. Describe unique characteristics of Cortical Visual Impairment (CVI) and its impact on access to the everyday world.
4. Discuss strategies to enhance access in the classroom.

Narrative: Do you ever wonder what it would be like to be without your vision to access what is offered in schools? If so, join us to experience a “day in the life” of someone with vision loss. You will be asked to participate in activities while under blindfold or a low vision simulator. Experiences will include mobility, social skills, academics, activities of daily living, electives and more. Following each activity, there will be time to reflect and discuss strategies to make school environments and instruction more accessible while maximizing the student’s independence.

Demonstration of Professional Learning: Participants will consider their experiences under blindfold and/or low vision simulator and write an essay discussing the overall impact of each activity and the day as a whole. The paper will include suggested adaptations and modifications that would allow a student to participate fully in these activities as well as adding thoughts about the class/subject you teach. Additional readings will be provided.

Location: Herberg Middle School

Maximum Number of Participants: 30

#35. Teaching Mohican history and culture using the Standard Model of Indigenous Learning (SMIL)

Presented by: Stephanie Graham

Intended Grade Level Audience: Elementary/Middle/High School Educators

Intended Content/Focus Area: Social Studies, ESL / ELL, Librarians, Elementary Education (K-6), Arts

Objectives: Learn about the five threads of the Standard Model of Indigenous Learning (SMIL) from its creator, Dr. Sandra Barton, from the Stockbridge-Munsee Community; Apply the SMIL to curriculum in the teaching of Native American history and culture; Learn from Shawn Stevens (Stockbridge-Munsee Community) about Mohican history, traditional practices, and current culture.

Narrative: Teachers from all content areas and grade levels are invited to hear from Shawn Stevens and Dr. Sandra Barton, from the Stockbridge-Munsee Community. Dr. Barton will introduce the Standard Model of Indigenous Learning (SMIL), which is a culturally-responsive approach in the teaching of Native American history. You will learn how to apply its five threads in the delivery of your curriculum. Mr. Stevens will share his knowledge of Mohican history and culture, as well as opportunities for experiential, collaborative projects. Additionally, we will participate in the Main Street Walking Tour and visit the Mission House in Stockbridge.

Demonstration of Professional Learning: Participants will have the opportunity to follow-up their learning with a curriculum unit or lesson that applies the five threads of SMIL. They can submit this work as a formal unit or lesson plan or as materials for a class presentation.

Location: Town of Stockbridge Public Library

Maximum Number of Participants: 20

#36. History and Civics of the Berkshires for Educators

Presented by: Jen Jaehnig and Jennifer Towler

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: Social Studies

Objectives: Introduce educators to local historic opportunities in the Berkshires; Brainstorm with other educators ways to implement local sites into curriculum; Invite schools to join an Inter-school Civics Club program

Narrative: History, Civics and Social Studies educators are invited to participate with their colleagues and local presenters in a day of learning and idea exchange. This workshop is a multi-site, hands-on day that will introduce themes of civic engagement and answer the question - how do we teach our students ways to invest in their communities? Presenters will focus on historic preservation, environment, and politics/government. The day begins at Springside House, and moves on to the Colonial Theater and concludes with a Pittsfield cemetery tour.

Demonstration of Professional Learning: Educators could create lesson plans or field trips based on topics covered during the workshop. Educators could begin a Civics Club with a goal of a Civics Fair in Berkshire County.

Location: Springside House at Springside Park, Pittsfield

Maximum Number of Participants: 25

#37. Growing Up Wild: Exploring Nature with Young Children (+ activity guide book)

Presented by: Aimee Gelinias M. Ed, Director Tamarack Hollow Nature and Cultural Center

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: English Language Arts - Reading, Math, Science, Social Studies, Physical Education / Health, Early Childhood Education (Birth-age 5), Interdisciplinary

Objectives: Receive a copy of and learn how to navigate the Project Growing Up Wild guidebook and be empowered to share wildlife and nature based activities with your students in both indoor and outdoor settings; Learn activities that foster responsible actions towards wildlife and natural resources that educators can share

with their students in an indoor and outdoor setting; Learn how to utilize the Growing Wild activities in any educational setting and get familiar with the ecology, fauna, flora and wildlife of various habitats

Narrative: Project Growing Up Wild is a wildlife-focused conservation education program specifically geared for early childhood educators and their students. G UW is an early childhood education activity guide that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, it provides a foundation for developing positive impressions about nature while also building lifelong social and cognitive skills. Educators will get familiar with and participate in various activities from the Project G UW guidebook that cover these themes in both an indoor and outdoor setting while also learning about the habitats, flora, fauna, and ecology in our own backyard here in the Berkshires. Activities will involve indoor and outdoor activities so please dress accordingly. Project G UW participants will receive their own copy of the Growing Up Wild curriculum guidebook full of wildlife activities that are only available through workshops led by trained facilitators.

Demonstration of Professional Learning: Educators will receive the Project Growing Up Wild guidebook and will be asked to integrate activities in their classroom setting as a follow up to the workshop. Each activity is cross referenced to include multiple subject areas, connections to the frameworks and amount of time, prep and supplies needed so educators can choose what will best fit their setting at the conclusion of the workshop.

Location: Taconic High School

Maximum Number of Participants: 20

#38. The Power of Words: Reducing Microaggressions in the Classroom

Presented by: André Lynch

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: SEL/DEIB

Objectives: Microaggressions Awareness: Participants will be able to identify and define microaggressions, demonstrating an understanding of their subtle, unintentional nature, and recognize how they can perpetuate stereotypes and impact marginalized individuals; Intent vs. Impact Analysis: Participants will analyze real-life scenarios to distinguish between the intent behind an action or statement and its actual impact on individuals or groups, fostering empathy and a deeper comprehension of the concept of intent vs. impact; Mitigating Microaggressions: Participants will develop strategies to address microaggressions effectively, considering both immediate responses in the moment and proactive measures to foster a more inclusive and respectful environment in the long term.

Narrative: In this engaging workshop on microaggressions, educators will embark on a journey of self-discovery and awareness. Through facilitated discussions, participants will explore the intricacies of microaggressions, understanding their inadvertent nature and how they can impact marginalized individuals. Thought-provoking role-playing exercises will enable educators to put themselves in the shoes of both the recipients and perpetrators of microaggressions, fostering empathy and deepening their understanding of intent versus impact. Additionally, interactive group activities will encourage participants to brainstorm and practice strategies for addressing microaggressions effectively, promoting a more inclusive and respectful learning environment. By the end of the workshop, educators will be equipped with valuable insights and practical tools to foster a more inclusive and equitable space for all students, empowering them to become change agents in their educational communities.

Demonstration of Professional Learning: After completing the workshop on microaggressions and intent versus impact, educators will embark on a culminating project to create an "Inclusive Classroom Action Plan." This project is designed to apply the knowledge and skills gained during the workshop in a practical and meaningful way within their own teaching environments.

Location: BART Charter Public School

Maximum Number of Participants: 30

#39. Taconic HS UbD Unit Completion & Revision

Presented by: Melissa Ferris

Intended Grade Level Audience: High School Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Math, Science, Social Studies, CVTE, World Languages

Objectives: Reflect on current UbD units; Collaborate with colleagues to revise and update units and add cross-curricular connections where appropriate; Write additional UBD units as needed

Narrative: In this workshop, teachers at Taconic will spend time reflecting on and revising the UBD units they have created and implemented thus far. They will also have the opportunity to collaborate with colleagues from other departments in developing cross-curricular connections within UbD units. In addition, teachers will have time to write additional UBD units as needed, including units for newly added or updated courses.

Demonstration of Professional Learning: Teachers can complete two additional, finalized UBD units to demonstrate professional learning.

Location: Taconic High School Room C310

Maximum Number of Participants: 25

#40. Google Slides. . . Not Just for Presentations!

Presented by: Heather McNeice

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Technology in the Classroom

Objectives: Learn to use Google Slides for design purposes: handouts, bulletin boards, posters, diagrams, charts, tables, infographics, animations, brochures and of course, presentations; Learn to embed and assess Google Slides in Canvas LMS; Utilize workshop time to collaborate with colleagues on best practices and create activities specific to your curriculum and grade level.

Narrative: Learn to:

- Shadow, reflect, recolor, redistribute weight, flip and size shapes, wordart and images
- Group, order, arrange, crop, mask, and adjust images
- Adjust slide size to make handouts, posters, invitations, brochures and infographics
- Print letters for bulletin boards
- Create and format tables
- Insert and customize charts (bar column, line, pie)
- Insert and customize diagrams (grid, hierarchy, timeline, process, relationship, cycle)
- Format and customize bullets with color, shapes and emojis
- Learn the difference between line spacing and paragraph spacing
- Use polylines, curved lines and edit points for freehand drawing
- Add entrance and exit animation and adjust timing and slide transitions
- Utilize speaker notes, theme builder and print preview

Demonstration of Professional Learning: Teachers could provide lesson plans using the technology skills learned or examples of student work using the technology skills learned.

Location: Lenox Memorial Middle/High

Maximum Number of Participants: 22

#41. Illustrative Math for Middle Schoolers

Presented by: Melissa Campbell

Intended Grade Level Audience: Middle School Educators

Intended Content/Focus Area: Math

Objectives: Further explore the Teacher resources for the Illustrative Math Curriculum for Middle School; Plan lessons and units using the Teaching and Learning tools provided by Illustrative Math; Collaborate with colleagues on questions, concerns and best practices.

Narrative: This workshop provides time to plan lessons and units from Illustrative Math using the McGraw Hill Platform. Participants will further explore teacher and student resources and use IM provided tools to help with their planning. Participants can share best practices with the McGraw Hill Platform, collaborate with grade level counterparts, and discuss issues and concerns to brainstorm solutions.

Demonstration of Professional Learning: Participants can submit a unit plan from their grade level curriculum, including the lesson plans that make up the Unit. An IM template will be provided for educators to use for their lesson plan.

Location: Herberg Middle School, Room 115

Maximum Number of Participants: 20

#42. Let's Ride The Energy Bus

Presented by: Mary Jane LaFerriere/Kim McCann

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: any

Objectives: To engage teachers in understanding the power of positive energy; To set goals that are attainable and create steps to achieve the goals; To collaborate with other teachers on best practices to maintain a positive atmosphere

Narrative: In this workshop we will be doing a review of the book The Energy Bus. We will be learning how to manage other people's energy, including our own. Have you ever been sucked into having a bad attitude over something you were not even worried about? Do you believe that you can turn your life around with just how you look at things? Do you think you can turn your student's attitudes around so that you can all be positive about school? We will be talking about these questions and more.

Demonstration of Professional Learning: Journal and/or lesson plan/s of how participants have implemented positive practices/attitudes into their everyday life, classrooms and school environment.

Location: Taconic High School

Maximum Number of Participants: 20

#43. Just Because: How the Adherence to Traditional Norms Teaches No One and Everyone!

Presented by: Jamal Ahamad

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Social Studies, Special Education

Objectives: Identifying pedagogical values; Updating curriculum; Meeting students' post academic needs; Teaching post COVID

Narrative: In a time where most answers are available to students via personal devices, it's crucial that educators adjust their goals and content so that it matters to their audience. In order to do so, teachers must reflect upon both institutionalized and personalized values in comparison to their students while also addressing what may need to change within the cannon of standard academics to make modern schooling more worthwhile from the student perspective. By doing so, educators may be able to answer the often-heard student questions of "Why are we learning this?" and "When will I need this?" with sincerity and newfound insight.

Demonstration of Professional Learning: Participants will create post unit lessons designed to invite student criticism in order to reflect and assess upon their effort and ability to connect with student values.

Location: Reid Middle School

Maximum Number of Participants: 30

#44. Why Investigating History? - CANCELED DUE TO LOW ENROLLMENT

Presented by: Courtney Meisberger

Intended Grade Level Audience: Middle School

Intended Content/Focus Area: History/Social Studies

Objectives: 1. Participants will understand the importance of teaching history through inquiry. 2. Participants will be able to model a sample lesson. 3. Participants will know how to access the Investigating History curriculum.

Narrative: In this interactive workshop, participants will learn about the shift in history education from memorizing facts to developing knowledge through inquiry. The Department of Elementary and Secondary Education has been working with experts and teachers over the last few years to develop and pilot a new curriculum utilizing inquiry called "Investigating History." The workshop will include an overview of the program, how to access the materials, and how to utilize them. Participants will learn how to teach a lesson about what we can learn about a society by analyzing an artifact. There will also be time to "make and take" a lesson.

Demonstration of Professional Learning: Teach the lesson you created and write a reflection.

Location: Reid Middle School Room 104

Maximum Number of Participants: 24

Specialist Offerings

#45. Band Instrument Repair Clinic

Presented by: Joanne Nelson- host/ Bill Cole- clinician

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Band directors, all levels

Objectives: Band directors will learn how to do common repairs on woodwind and brass instruments in a hands-on workshop with repair technician Bill Cole; Directors are encouraged to bring school and student instruments in need of repair.

Narrative: Master repair technician Bill Cole will lead a repair clinic for woodwind and brass instruments. The workshop will be hands-on, and directors are encouraged to bring school and student instruments in need of repair. Band directors will have the opportunity to practice common repairs and trouble shoot more difficult ones. This workshop is suitable for band directors of every grade level.

Demonstration of Professional Learning: Participants can keep a log and write a description of repairs they do at their own school after the clinic.

Location: Lee Middle and High School- Music Room

Maximum Number of Participants: 25

#46. Nursing Skills Hands On Workshop with BCC Nursing Faculty

Presented by: Joan Roy / BCC Nursing Faculty/ Jessica Kemp, RN CARN OBAT Program Manager

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: School Nurses

Objectives: Simulation of Medical scenarios with BCC Faculty, Speaker regarding Current trends in Vaping and Addiction

Narrative: School Nurses will have the opportunity to work with BCC faculty members and experience their state-of-the-art Simulation Lab. The group will rotate through various medical scenarios and experience a simulation of an overdose care, cardiac arrest and emergency care, anaphylaxis, and asthma attack. The goal is to refresh and retrain some technical medical skills.

Demonstration of Professional Learning: Nurses can develop protocols for their districts based on what they learn and what is needed in their district.

Location: Berkshire Community College

Maximum Number of Participants: 50

#47. Virtual viewing of Therapies in the Schools 23rd Annual Conference- Program A or Program B

Presented by: Noelle Sullivan

Intended Grade Level Audience: Early Childhood Educators, Middle and High School Educators

Intended Content/Focus Area: OT/PT/SLP

Objectives: Provide a multitude of thought-provoking interventions and tools to help the children on your caseload; Obtain 16.5-17 contact hours (1.65 - 1.7 CEUs) at a significantly discounted rate (\$121 pp); Virtual networking with other therapists in Northern Berkshire County

Narrative: In this program, you will learn the latest research regarding strategies for addressing dysregulation in both students and staff, updates in trauma informed care including information about sensory differences caused by trauma, how shifting from a workload model supports student outcomes, strategies to embed PT services into the classroom, why evaluating and treating reflexes through neuroplasticity is important for every school-based therapist. There will be a personal cost to attending. This will be \$121 per person. You may request reimbursement from your district.

Demonstration of Professional Learning: We will get through as many hours as possible on this day, but participants will need to finish the training and take the exam independently in order to obtain CEUs.

Location: Virtual

Maximum Number of Participants: 75

#48. Massachusetts Migrant Education Program Working Group (BELT)

Presented by: Emily Hoffman & Elizabeth Whitman

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: ESL / ELL, Psych/SAC/Guidance

Objectives: - Get to know eligibility and benefits of The Massachusetts Migrant Education Program (MMEP)
- BELT working group for best practices and compliance

Narrative: The Massachusetts Migrant Education Program (MMEP) supports migratory children and youth to overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that may inhibit their ability to succeed in school.

Demonstration of Professional Learning: Culminating project can vary by role but will demonstrate integration of Migrant Education Program (MMEP) resources into current practice.

Location: Lee Middle/High Room Room D123

Maximum Number of Participants: 20

#49. Deconstructing/Constructing Workshop for Art Educators

Presented by: Leni Fried and Katie Malone-Smith

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Visual Arts

Objectives: Learn how to bring environmentalism and green art into your art curriculum.

-Complete projects oriented with upcycling and materials processes.

-Utilize the Old Stone Mill Center as a local resource in developing lessons that link art to the environment.

Narrative: Teachers are invited to spend the day at the Old Stone Mill Center in Adams, which is a zero-waste makerspace. The morning workshop will include the deconstruction of obsolete equipment, sewing machines, phones, etc. and using the parts to make art and other items. We will explore other upcycling projects such as shibori folding and dying, journal making, and the Bag Share Project, after a thorough tour of the facility. The afternoon workshop will give teachers experience in various materials manufacturing processes, such as glue and paint making, and collaborative time to develop art lessons that connect environmentalism, green art, and sustainability to curriculum. Lunch will be provided.

Demonstration of Professional Learning: Teachers are invited to submit a follow-up lesson plan that incorporates at least one of the concepts or processes presented in the workshop. The lesson plan can be written in whatever format is required of your district.

Location: Old Stone Mill Center, Adams, MA **Maximum Number of Participants:** 20

#50. Teaching Guitar in the Classroom- Tips and Tricks

Presented by: Brian Rabuse

Intended Grade Level Audience: Middle School Educators, High School Educators

Intended Content/Focus Area: Music

Objectives: 1. Lesson plans- engaging activities that include whole-class participation in guitar instruction.

2. Basic care and maintenance of guitars including changing strings, and making neck adjustments. 3. Guitar notation including tablature, chord diagrams and making lead sheets using Noteflight software.

Narrative: This workshop will cover everything educators need to teach guitar in the classroom. From class activities that span multiple ability levels, warmups, guitar maintenance- both acoustic and electric, assessment of student work, and unlocking music notation for guitarists including chord charts and tablature.

Demonstration of Professional Learning: Participants may create recording templates for students and recordings of themselves using the techniques we review in the workshop. Participants may create music notation charts using Noteflight music notation software, and sync a YouTube video to the chart. Further, participants may practice to learn a new song, or etude and log their practice time.

Location: Lenox Memorial Middle/High

Maximum Number of Participants: 50

#51. Administrative Offices Study Team Meeting (morning only)

Presented by: Ellen Sutherland, Facilitator

Intended Grade Level Audience: n/a

Intended Content/Focus Area: Executive Assistants for Superintendents & SPED Directors, Principals, Heads of Schools

Narrative: Administrative Professionals from Berkshire County will meet to discuss current topics, best practices, ways to collaborate and more.

Demonstration of Professional Learning: n/a

Location: Berkshire Innovation Center

Maximum Number of Participants: 25

#52. Deepening Engagement by Exploring Arts Integration Across Curricula

Presented by: Leslie Appleget (on behalf of the Arts Integration PD Day Planning Team)

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators, ART/Music/Performing Art teachers

Intended Content/Focus Area: English Language Arts - Reading, Math, Science, Social Studies, Elementary Education (K-6), Arts, Civics

Objectives: Learn and practice flexible arts integration strategies that you can use in your classroom with any content area; Learn how arts-based learning can powerfully engage students with content; Learn techniques from educators from Berkshire arts/cultural organizations to discover their unique educational assets and learn how to connect them to your curricular content

Narrative: This exciting daylong program is back by popular demand! Spend your PD Day making art, getting creative, and exploring rigorous arts-based teaching strategies at the beautiful Linde Center at Tanglewood in Lenox. You will learn flexible strategies for integrating arts of all disciplines from both leading arts integration practitioners and educators from Berkshire cultural organizations, including: Berkshire Pulse, Clark Art Institute, MASS MoCA, Berkshire Film & Media Collaborative, WAM Theatre, and Berkshire Art Center. Not only will the day's workshops demonstrate the alignment of arts-based teaching and learning to the state curriculum frameworks but Michael Bobbitt, Executive Director of the Mass Cultural Council, and Dawn Benski, DESE's Arts Content Support Lead, will also join the program with insights and news about the "state of the arts" in Massachusetts. Sessions will explore arts integration possibilities for teachers to pursue individually or in collaboration with fellow educators and community partners. Teachers new to arts integration as well as experienced arts integration educators are welcome. Participants will have the opportunity to earn additional PDPs through follow-up learning. Continental breakfast and lunch will be provided. Find out more about these rigorous power strategies for deep student learning in a bucolic Berkshire setting at what has been called PD Day's "Most Exciting Workshop!"

Demonstration of Professional Learning: Additional PDPs may be earned through continued participation in other related workshops with cultural organizations that will be announced on PD Day. More information to follow.

Location: Linde Center at Tanglewood, 3A W Hawthorne Rd, Lenox, MA 01240

Maximum Number of Participants: 100

#53. Topics of Interest for School Psychologists

Presented by: Courtney Bopp, April Carmichael, Asya Taormina

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Limited to school psychologists only

Objectives: To collaborate with school psychologists throughout the county and increase knowledge and understanding about three important topics of interest: (1) Commonwealth Collaborative, (2) MA DESE IEP improvement project, and (3) risk assessments.

Narrative: This unique professional development opportunity is limited to school psychologists only and will offer an array of special interest topics. The morning will begin with a keynote speaker who will deliver an informational speech around bias and hatred. The group will then meet briefly with a clinical director of a locally owned outpatient substance use disorder treatment center to hear more about their practice. For the remainder of the morning session, the group will learn about the upcoming changes through MA DESE around the IEP improvement which will become effective next school year. After lunch (which is provided free of charge), the team will work together to discuss what a risk assessment is, how to make the decision that a risk assessment evaluation is necessary, how to complete this evaluation with fidelity, and how to write a legally defensible report.

Demonstration of Professional Learning: The group will follow-up with additional contact time during regularly scheduled monthly PLN meetings which will include reflection and collaboration around real-world practice and generalization.

Location Lenox Memorial Middle/High

Maximum Number of Participants: 30

#54. Building Motivation In The Language Classroom

Presented by: Liam Printer/Amy Bainbridge-Jordan

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: World Languages, ESL / ELL

Objectives: This workshop will provide a sound and nuanced understanding of how the Self-Determination Theory of intrinsic motivation can foster motivation and engagement, leading to natural acquisition of language structures; Provide practical, evidence-based strategies for raising motivation and language acquisition in the classroom; Provide autonomy-supportive teaching strategies that aim to promote spontaneous speech and help students to develop a love of reading in the target language.

Narrative: Join language educators around the county for a 3-hour virtual workshop with Dr. Liam Printer, host of "The Motivated Classroom" podcast and Leader of Pedagogical Innovation and Approaches to Learning at the International School of Lausanne in Switzerland. Dr. Printer will discuss the motivational impact of teaching languages through storytelling for both teachers and students while providing practice understanding and strategies to bring back to the classroom. The afternoon session will give participants a chance to network, collaborate, and put the discussed theories into practice.

Demonstration of Professional Learning: Participants will maintain a reflective journal on the PD from the day, decide on three small "tweaks" from the PD that they will employ over a four week period, and (perhaps) video themselves practicing said tweak. They will then have a coffee chat with a buddy, who also attended the PD, and reflect again upon their small "tweaks" and how they went. Additionally, participants will choose from the podcast (created by our presenter) a couple of episodes, reflect on what they hear, and have another coffee chat with the same buddy.

Location: Lenox Memorial Middle/High

Maximum Number of Participants: 30

#55. Berkshires' Best 2023: A Hands-On Workshop for Berkshire County physical Education and Health Educators

Presented by: Maureen Kennedy

Intended Grade Level Audience: Early Childhood Educators, Middle School Educators, High School Educators

Intended Content/Focus Area: Physical Education/Health

Objectives: A trainer from USTA Western Massachusetts will be joining us to discuss and demonstrate tennis and how we can incorporate this activity in to our everyday curriculum; An IPTPA certified instructor will be joining us to discuss and demonstrate Pickleball and how we can incorporate this activity into our everyday classroom; Educator facilitate games/activities; Innovative game/activity aligned to Massachusetts Health Frameworks; Each participant will receive a detailed activity booklet highlighting all games/activities presented throughout the day

Narrative: All attendees will be expected to present a game/activity that they feel is innovative in the field of physical education or health and that can meet some of the standards in the Massachusetts Health Frameworks for health, physical activity, and fitness. The theme for this year is racquet sports in addition to health and wellness curriculum options across all levels.

Demonstration of Professional Learning: Berkshires Best PLN will hold a follow up workshop in the spring of 2024. During this session, we will again work with our USTA and IPTPA instructors on expanding our Tennis and Pickleball programming. In addition, any participants who have not yet provided their professional learning project will share their lesson or unit plans used with their students and provide examples as well as feedback of the outcomes.

Location: Lenox Memorial Middle High School

Maximum Number of Participants: 75

#56. Supporting our Guidance and School Adjustment Counselors

Presented by: Scott Balawender and Liana Ackerman

Intended Grade Level Audience: Early Childhood/Elementary/Middle/High School

Intended Content/Focus Area: Guidance and School Adjustment Counselors; Mental Health Providers

Objectives: Participants will gain valuable information about suicide prevention and wellness in this full-day interactive workshop.

Narrative: With support from our mental health and advocacy partners, the AM presentation will focus on suicide prevention and techniques to support mental health services for youth and adolescents. In the PM the group will participate in a session led by SAC Liana Ackerman focusing on mindfulness, wellness and managing stress, using a variety of techniques and strategies.

Demonstration of Professional Learning: Participants will be able to mirror various techniques and strategies and incorporate them into their practice.

Location: MCLA Church Street Center

Maximum Number of Participants: 75

Late Additions

#57. North Adams Writing Task Force

Presented by: Kathleen Bryce

Intended Grade Level Audience: Early Childhood/Elementary/Middle

Intended Content/Focus Area: English Language Arts - Reading, English Language Arts - Writing, Science, Social Studies, ESL / ELL, Special Education

Objectives: Plan lessons that implement evidence based instructional practices for writing Identification of assessments to track student progress in writing

Narrative: Join a professional learning community to create consistent practices around writing implementation. Teachers will work together to plan lessons that they can bring back to their learning communities in order to help students with writing strategies that have high impact on student outcomes.

Demonstration of Professional Learning: Upload of student work before implementation of unit and after (pre and post assessment). Unit plan must also be submitted (progression of pre and post assessment). Attendees will write a reflection on what strategies were implemented in order to demonstrate student growth. They will be provided with a rubric and a series of questions to answer.

Location: Colegrove Park Elementary School, Room 301

Maximum Number of Participants: 30

#58. Data Informed Instruction and Collaboration at Egremont Elementary School

Presented by: Gwynneth Featherstone

Intended Grade Level Audience: Early Childhood

Intended Content/Focus Area: Elementary Education (K-6)

Objectives: analyze relevant data sources, use data to adjust instructional groups and plan instruction so all students get what they need, collaborate with EES intervention team members

Narrative: Educators will use a variety of data sources to plan instruction in core curriculum blocks and WIN blocks so that all students have access to flexible tiered groupings that maximize the skills and strategies most impactful to them. There will be time to sign up to collaborate with EES Intervention Team members. This is a hands-on working session. Bring or have access to your data sources and prepare to work with your own school teams.

Demonstration of Professional Learning: Educators will reflect on their adjustment to practice using data as the primary source for reflection. Reflection will include next steps for flexible groupings and formative assessments within their classroom.

Location: Egremont Elementary School

Maximum Number of Participants: 30 (EES teachers)

#59 Morningside Data Driven Instruction

Presented by: Emily Cooper & Lisa Harrigan

Intended Grade Level Audience: Early Childhood Educators

Intended Content/Focus Area: Elementary Education (K-6)

Objectives: Grade level instructional teams will analyze a variety of data sources (Fastbridge, curriculum assessments, and daily formatives) to identify skills and standards where students have deficits and then use that data to adjust their instructional strategies or instructional groupings so that all students can get what they need to be successful.

Narrative: MCS educators will use a variety of data sources and curricular materials to plan well-structured lessons (including whole group, small group, and targeted instructional blocks) that meet the needs of all students. This will be a hands-on, collaborative working session for Morningside Community School educators. The Literacy Coaches will be available to support data analysis and lesson planning.

Demonstration of Professional Learning: Educators will use their data analysis as their to create an action plan with brief paragraph reflection on their adjustment to practice. Educators will schedule 2-3 collaborative meetings to share their action plans, prepare lessons and materials, and plan to infuse formative assessments based on the targeted groups or lessons that they created. Educators should submit meeting note catchers.

Location: Morningside Community School

Maximum Number of Participants: 30