VASHON ISLAND
SCHOOL DISTRICT

Equipping every student to engage, thrive, and contribute in an ever-changing world.

Teaching and Learning Forum
September 1 - 2, 2015
Hosted at Vashon Island High School, 9600 SW 204th Street

Objectives:

1. Participants will engage in a collaborative process: learning from knowledgeable colleagues and sharing their own expertise.
2. Participants will become familiar with highly effective, relevant instructional strategies.
3. Participants will be able to reflect on their own teaching/learning practices.
4. Participants will be able to employ these strategies in their classrooms and/or work spaces.

Attendance sheet: please sign in each day

Clock hours: 12 hours available; please be sure to indicate your interest in clock hours on the attendance sheet, then complete and return your clock hour form prior to lunch on the second day of the forum

Materials: be sure to bring your laptop and other note taking materials

Meals: breakfast snack and lunch will be provided each day

Daily Schedule

*Teachers who are new to our school district are expected to attend these sessions (others are welcome to attend). Please see your building administrator if you have any questions.

DAY ONE: Tuesday, September 1, 2015	Location
Coffee and muffins: 7:45 am to 8:10 am	Lunchroom
Session 1: 8:15 am to 8:45 am Opening Address: Superintendent Chat Part I	Theater

Session 2: 9:00 am to 10:30 am
 	
Question & Discussion Rich Classrooms (mathematics)*
    (all new elementary teachers as well as new secondary math teachers; all others welcome to attend)
Learning and the Brain: Make it Stick*
    (all new secondary teachers except for math--see above; all others welcome to attend)
Digital Habits: Learning into Practice
 	
Panel: Meeting the Needs of All Students, Part A
 	
Equity Matters: Welcoming Students of Diverse Families
	Room 2105
	
	Room 2107
	
	Room 1116
	
	Room 2113
	
	Room 2114

Session 3: 10:45 am to 12:15 pm
 	
Positive Behavioral Interventions and Supports: Classroom Expectations*
    (K-5)
    (6-12)
 	
Panel: Meeting the Needs of All Students, Part B
 	
The Basics of Technology at VISD
 	
Teaching Students to Ask Their Own Questions
 	
Incorporating Movement for Student Engagement
	
	Room 2107
	Room 2109
	
	Room 2113
	
	Room 1116
	
	Room 2105
	
	Room 2118

Lunch: 12:15 pm to 1:00 pm	Lunchroom
Session 4: 1:00 pm to 3:30 pm Professional Learning Community Team Work	School-based teams at respective schools K-12 teams: Arts & Digital/CTE--McM Room 151 Healthy Living--McM South Hall Counseling--VHS Madrona Room

DAY TWO: Wednesday, September 2, 2015	
Coffee and muffins: 7:45 am to 8:10 am	Lunchroom
Session 5: 8:15 am to 8:45 am Opening Address: Superintendent Chat Part II	Theater
Session 6: 9:00 am to 10:30 am Teaching Students to Ask Their Own Questions* Google Classroom Discussing And Sharing Ideas On Integration And Project Based Learning (PK-5) Successful Project Integration with your Librarians (6-12) Understanding and Supporting Lesbian, Gay, Bisexual, Questioning, Transgender and Asexual Students	 Room 2105 Room 1116 Room 2109 Room 2113 Room 2114
Session 7: 10:45 am to 12:15 pm Students As Leaders: Choice, Technology and Leadership Flipped Classroom / Blended Learning English Language Learners Strategies 　　　(PK-5) 　　　(6-12) Positive Behavior Interventions and Supports: Classroom Expectations 　　　(PK-5) 　　　(6-12) Muévete! Incorporating Spanish and Movement into Your Lessons (PK-5) Create a Topic - Unconference!	 Room 1116 Room 2119 Room 2105 Room 2107 Room 2113 Room 2114 Room 2118 Rooms TBD
Lunch: 12:15 pm to 1:00 pm	Lunchroom
Session 8: 1:00 pm to 3:30 pm Professional Learning Community Team Work	School teams at respective schools K-12 teams: Arts & Digital/CTE--McM South Hall Healthy Living Counseling--VHS Madrona Room

Session Information

Session descriptions have been correlated to the Marzano teacher evaluation components for your reference. Two documents are provided in the conference electronic file: *Marzano at a Glance* and *Marzano Learning Map* . These documents show how the Marzano components relate to the state eight criteria (the criteria used to evaluate classroom teachers).

Technology:

Topic	Presenter(s)	Session Description
Digital Habits - Learning into Practice	Andy James	Nothing transforms your life the way well-established habits do. We'll consider tech-based practices that enrich your teaching, your planning and your students' work, and we'll make concrete plans for transforming these practices into sustainable habits. Expect to walk away with your own usable plan, a team to check in with throughout the year, and resources to work with. *Marzano 4.2*
Google Classroom	Carrie Power	Is Google Classroom for you? In this session you will have an opportunity to view Google Classroom from the student and teacher perspectives. Google classroom is useful for simple things like sharing a link with your class to as complex as managing projects paperlessly. You can decide for yourself how simple or complex you want to make it. You will learn how to make digital assignments and create class(es) for students to join. We will also provide tips and tricks to make your Google drive student/teacher workflow easier to manage!! *Marzano 4.2*
Students As Leaders - choice, technology and leadership	Andy James and Carrie Power	Sometimes the skills we know in leading students step-by-step through a difficult task backfire when we are teaching tech-related skills? Why? And what practices should we use instead? Learn how to structure your tech-related teaching so students make the discoveries, support each other and build on their skills. You

		may even learn how to teach tech skills that are mysterious to you. Expect to leave with a planning sheet you can use teaching new technology skills. *Marzano 1.3, 4.2*
The Basics of Technology at VISD	Andy James	This is the session in which no question about the tech setup here is too foolish to ask. What is Skyward anyway? What does it mean to "put in a Helpdesk?" How do all those different passwords relate to each other? Ideal for new employees, but also those who feel unsure about how the parts relate. There will be hands-on practice, and you'll leave with some concrete steps for catching up on things you never learned before. *Marzano 4.2*

Instruction:

Topic	Presenter(s)	Session Description
Discussing And Sharing Ideas On Integration And Project Based Learning (Elementary)	Gerie Wilson	We will be looking at the Habits of Mind, Multiple Intelligences and how to hit the standards using a theme based approach. *Marzano 2.3*
English Language Learner Strategies for Elementary Students	Jenni Wilke	This session provides an overview of the phases of language acquisition and strategies developed by GLAD (Guided Language Acquisition Design) to incorporate into your teaching to serve ELL students. *Marzano 2.1, 2.7*
English Language Learners Strategies for Secondary Students	Anne Van Holde	Using methods and strategies from SIOP (Sheltered Instruction Observation Protocol) and 50 strategies for Teaching English (a TESOL publication), we will jump into how we can enhance our students' comprehension and language acquisition. I will model some techniques from these sources and we will reflect and plan how to integrate these with our own teaching practices. We will use some of our time for working independently or in teams, using our content lesson plans. *Marzano 2.1, 2.7*
Flipped Classroom/Blended Learning Strategies for Student Engagement	Christine Browning	Do you wish you could spend more one-on-one time engaging students with individual and small group conversations in class and targeting their individual learning needs? Have you wondered what it would be like to try out the flipped classroom model? Have you thought blended learning might be effective and rewarding, but that it would probably require too much start up work to get going in your own classroom? This seminar will guide you in incorporating some simple and practical strategies of blended learning into your pre-existing classroom model without having to commit to "The Flip."

		Marzano 4.2
Muévete! Incorporating Spanish and Movement into Your Lessons (Elementary)	Harris Levinson	Hola compañeros de Chautauqua! Would you be interested in meeting with me once or twice a month after school in order to develop lessons that incorporate Spanish and movement into your classroom activities? If so, this session will function as our starting point. You will learn a few words that will assist you as we review some strategies aimed at getting students to move while they learn. This is not a Spanish language class; you will gain vocabulary, but not a lot of grammar. Comfortable shoes and clothing recommended. *Marzano 2.1, 2.2, 2.7*
Panel Discussion: Instructional Strategies for Meeting the Needs of All Students, Part A and Part B (Over two sessions)	Anne Van Holde Tere Schwartz Sara Day Siobhan Avolio-Toly Jenna Buffington Gail Labinski	This panel discussion will help answer the questions: What do I need to know to be able to better differentiate for my students? What do I need to know for my own teaching practice? The session will be facilitated by Larry Huggins. You may attend Part A, Part B or both. *Marzano 3.1, 3.2*
Question and Discussion Rich Classrooms (mathematics)	Jenny Granum and Shanon Browne	Creating a student-centered class environment where students are at the center of learning enabling a deeper understanding rather than just learning a procedure. *Marzano 2.1, 2.2, 2.4, 2.5*
Teaching Students to Ask Their Own Questions	Stephanie Detwiler and Jan Kammert	The Question Formulation Technique is a simple, rigorous, step-by-step process designed to help students produce, improve, and develop strategies for using their own questions. *Marzano 2.1, 2.2*
Successful Project Collaboration with Your Librarians (Secondary)	Julie Jaffe and Susan Stronach	This work session is an opportunity to explore how your teacher-librarian can support you in revising, refining, or developing a unit or project. We will

		share examples of the range of support we offer and brief descriptions of successful collaborations. The bulk of the session--a full hour--is time for you to work on an existing or new unit or project that could benefit from a partnership with your teacher-librarian. *Marzano 2.3, 4.2*

Student Support and Engagement:

Topic	Presenter(s)	Session Description
Equity matters - Welcoming students of diverse families.	Sally Adam Lilia Longworth Lucina Atunez	It is going to be a presentation on the topic of racial, cultural, and linguistic differences and how they impact our communication and relationships with students, parents, co-workers and communities. Hopefully, just the beginning of an important conversation and learning process. *Marzano 1.3, 1.4, 5.6, 7.1*
Incorporating Movement for Student Engagement	Sarah Powell	We will talk about the body brain connection and how movement supports learning. We will practice a variety of ice breakers, brain breaks, and attention gathering devices as well as review available materials and existing ideas in order to develop a curriculum specific list of go to activities. *Marzano 2.6*
Learning and the Brain: Make It Stick	Stephen Floyd and Susan Swan	Participants will learn about the anatomy of the brain and research-based strategies to use in their classroom to reduce student stress and increase learning that sticks. Participants will have the opportunity to incorporate brain-based learning strategies into their unit and lesson plans.Two basic questions this workshop will focus on: 1. What do students need to know about the brain and learning? 2. What are brain-based learning strategies and how can I incorporate brain-based classroom and homework activities/assessments to increase student learning? *Marzano 2.3, 3.1*
Positive Behavior Interventions and Supports: Classroom Expectations	Yvette Butler and Manda Long (K-5)	(K-5) Time for teachers to learn, discuss and reflect upon best

		practice strategies for developing a positive behavior classroom management system. Teachers will walk away with some tools and a positive behavior support framework for instructing and supporting the development of student social/emotional and learning behaviors. Teachers will have time to begin completing their personal PBIS Classroom Management Plan. (6-12) Strategies to implement and strengthen classroom expectations using PBIS. *Marzano 5.2, 5.6*
	Rachel Axtelle (6-12)	
Understanding and Supporting Lesbian, Gay, Bisexual, Questioning, Transgender and Asexual (LGBQTA) Students	Aaron Marsh and QSA/Equality Club Students	The lesson will consist of three segments. The first is designed to increase teacher understanding of the lived experience of LGBQTA students and to build empathy. The second segment concerns labels and pronouns. The third segment will address the classroom environment and teacher demeanor. The lesson will conclude with examples of exemplary teacher practices students have witnessed (the teachers names will remain anonymous through they may happily recognize themselves in the descriptions). *Marzano 1.3, 1.4, 5.6*

Unconference:

Topic	Presenter(s)	Session Description
Create a topic (session 7)	TBD	Do you have a lingering question related to your teaching practice that you want to discuss? Create a "chat" session for you and your colleagues. We will have an idea board with available rooms, so you can host a conversation during this session. *Marzano 8.1, 8.2*
Professional Learning Community Team Work	PLC Leaders	PLC teams will convene to debrief the daily sessions and to focus their team's work for the school year. *Marzano 8.1, 8.2, 8.3*