2018 Let's TALK Conference
Catalog of Presentations

Primary (Grades K-3)

1   **Benefits of Multisensory Instruction**

Presenter: Cynthia Reynolds

Description: Teachers will be exposed to several types of multi-sensory strategies to increase student engagement within the classroom. Teachers will leave with the knowledge of how to create and use multi-sensory strategies to promote student engagement in math and reading classrooms. Multisensory instruction is shown to impact all learners, most especially exceptional needs students.

11   **Get Organized and Thrive!   Your guide to creating a classroom ready for successful learning**

Presenter: Cathy McAlister

Description   Participants will be able to see and try out materials that have successfully changed my classroom in the following ways: 1.) Reduced my stress. 2.) Allowed my students to become more organized and independent. 3.) Simplified and shortened transition times.   Participants will be able to participate, share, problem solve, and construct a plan for their own classroom.   Students will be able to quickly self-assess, access necessary materials, manipulatives, and other desired items to reduce stress and transition time for all. No more lost papers!

12   **Supporting All Learners in Accessing Grade-Level Math Content using Open Educational Resources (K-3)**

Presenter: Jana Bryant

Description: Participants will examine student work samples and explore strategies to address students' "unfinished" learning within grade level contexts. We will examine the developmental math progressions in the areas of addition and subtraction. Participants will apply strategies to strengthen their math practice in order to meet the needs of all students and leave with sample student work to enhance math PLC conversations. Recommendations will be given for addressing gaps in student understanding to prevent common pitfalls schools fall encounter using open educational resources.

21   **Incorporating the Essential 5 in Guided Reading**

Presenter: Patty Wilson

Description: The National Reading Panel has identified 5 essential components of reading instruction. These include Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension strategies. Some teachers may struggle to incorporate all of these elements in their reading time each week. Participants in this session will receive a Guided Reading template that will help them make a plan to include all five components into their instruction each week, as well as activities that can be used for each component. Participants will have an action plan on how to incorporate the 5 essential elements of reading into their large group and Guided Reading times in order to elevate student achievement in reading, especially struggling readers. This session will give its participants strategies for using a variety of reading techniques that will empower their students to become better readers.

22   **Math Routines for Primary**

Presenter: Andrea Wheatcraft

Description: Participants will discuss and engage in math games that teach a variety of skills and embed differentiation, i.e. Teachers will play "Tower of 10" math game and create sums to 10, then discuss content game covers and differentiation related to the game. Participants will leave with 5 pre-made games that can immediately be integrated into classroom activities and ideas for 5 group games that can be played without materials. All ideas presented will integrate a variety of content objectives. Because the ideas presented will be selected based on ease of differentiation, these activities can meet students' needs across a broad range of skills and abilities including ELL students and students with IEPs.

31   **Engage Students Quicker with Kahoot and Plickers**

Presenter: Tyler Watts

Description: Participants will engage in different types of formative assessments that provide immediate feedback. Plickers and Kahoot are two examples. The presenter will have participants participate and experience the benefits of the types of assessments presented. Immediate response to students in the environmental setting is critical to making the correct adjustments at just the right time during instruction. Identifying types of formative assessments that will not only engage students but yield instant data can play a key role in individual and whole group student success.

41 **Creating Excitement for Reading in the Primary Classroom**

Presenter: Andrea Wheatcraft

Description: Participants will engage in an exploration of a non-fiction text and the vocabulary it contains through shared writing, drawing and acting in order to learn how to engage Students in self-selected texts to promote literacy learning. After reading a section of text, we will choose a vocabulary word for discussion and shared writing. Then participants will illustrate and act out that vocabulary.   The session will show teachers how to instruct students in content objectives across a wide range of student-selected texts in both fiction and non-fiction genres. Ideas will help teachers create a student-driven classroom and lesson plans. Because teachers can select vocabulary based on student needs and strategies presented are hands-on, research based and multi-sensory, teachers will be able to implement strategies with a wide range of students including special education, ELL, on-grade-level, and G/T.

Middle School (Grades 6-8)

3 **Integrating Instruction Technology**

Presenter: Kacie Arnold

Description: Through this presentation I would like to introduce teachers to a variety of technology resources that can be integrated in any classroom that enhance and increase overt student engagement. In this presentation – teachers will actively participate in some of the technology activities to get a feel for what they look like for the students & how easy they are to implement in their own classroom. I am currently completing a research project through CTEPS about the effects of instructional technology on student engagement and would also like to share the benefits of using it in my own classroom through this presentation. Various scientific studies have proven that through the use of technology teachers can increase student engagement in classroom environments. In my own middle school math classroom – I use digital components to increase student participating and overt student engagement daily. Through this presentation I would like to help participants add easy, free, and engaging technology resources to their teaching tool box. I feel as if teachers have a good sense of how the resources work and what they look like for the students – teachers will be able to go back to their own classrooms, implement these resources and elevate each student's academic achievement.   Technology and the resources it provides can be a means of equalizing education for all students. Amongst various schools in the state, access to appropriate technology allows all students—regardless of their respective backgrounds—to make substantial gains in learning. Technology, when used correctly, also offers ample opportunity for teachers to create differentiated instruction and/or activities to meet each student at his/her individual learning level.

13	**Creating Innovators Through Design Thinking**

Presenter:	Natasha Allen

Description:	Participants will be introduced to the Design Thinking process and will explore another deeper learning strategy to implement in their classroom. Design Thinking was created to help employees create new, innovative solutions for problems. This strategy can easily be implemented in a middle or high school classroom to help students become innovators. This deeper learning strategy will aid students in becoming the 21st Century thinkers and creators that we will need in the future.

23	**Unlocking Reinforcement: A Guide to Increasing Academic Behavior in the Classroom**

Presenter:	Caleb West

Description:	Teachers will modify their current opening activities to embed multiple avenues for choice and behavior reinforcement. This will elevate teacher quality by giving teachers both awareness and tools to create regular and measurable feedback for students to rise to their performance. Teachers will use these strategies to create a clearer set of expectations for academic rigor and student accountability. Specifically, teachers will learn how to create efficient ways for communicating student performance in the class in real time in both non-verbal and verbal ways. This session is specifically designed to create more successful classrooms in which teachers are working with lower achieving classes in which behavior and academic progress are general concerns. These reinforcement and feedback strategies have been designed and implemented within ECE resource and collaboration settings but have applications for all students.

24	**Supporting All Learners in Accessing Grade-Level Math Content by Using Open Educational Resources**

Presenter:	Jana Bryant

Description:	Examine student work samples and explore strategies to address students' "unfinished" learning within grade level contexts. We will examine the developmental math progressions in the areas of ratios and proportions, number systems and expressions and equations. Participants will apply strategies to strengthen their math practice in order to meet the needs of all students and leave with sample student work to enhance math PLC conversations. Recommendations will be given for addressing gaps in student understanding to prevent common pitfalls schools fall encounter using open educational resources.

32	**Escape Game: Integrating Math and Science**

Presenter:	Tanya Jones & Joy Waters

Description:	Teachers will participate in hands-on activity using Breakout boxes integrating math and science.Activities can be used in their classroom to foster cooperative learning,

requiring critical thinking and communication skills. Students will be collaborating with peers, using critical thinking and communication skills demonstrating their knowledge of content being taught.

33   **Meeting Students at Their Level: Tips for Modifications in the General Education Classroom**

Presenter: Marilou K. Stovall

Description: Participants will engage in using simple strategies for modifying lessons to meet the student at their ability level inside of a general education classroom, specifically Social Studies. One example participants will experience is using song lyrics to replace textbook chapters. They will work in groups to decode the lyrics (shortened text) with several strategies. Participants will be able to use the resources and ideas from the session to help meet ALL students at their level inside of the classroom. The session will help general education teachers meet IEP, 504, and GT plans inside the classroom. As the number of students with special needs increase and the budgets to provide for them decrease, it is important for general education teachers to add to their tool belts and meet each student at their ability level. If a teacher can continue providing support for students, even in subject areas where collaboration is not always available, that student can find their way to higher achievement and growth. This session is meant to share resources with other teachers, like myself, that have found themselves in a classroom filled with special students and plans, but without the benefit of collaboration with a Special Education teacher. In the eight years of teaching I have had the benefit of wonderful collaboration experiences with co-teaching scenarios, as well as, scenarios of being the only teacher in the room and being responsible for providing all modifications for all students because I am a Social Studies teacher. This session is meant to help teachers be better collaborators with their co-teacher and to help teachers be better at modifications/differentiation when collaboration is not available. Participants will leave the session with strategies, technology resources, and examples of modifications to help students be successful in all classes.

Intermediate (Grades 4-5)

35   **Makerspaces in Your Classroom**

Presenter: Kim Phillips

Description: Participants will create a 5-pointed star that can be used as an introduction to origami for the students.   This will be one option for introducing Makerspace elements to their classrooms. The session will focus on various Makerspace elements that can be used with the students to help increase STEAM topics into the classroom. Many of these elements are free or minimal cost to implement. This session will show participants how to develop and implement hands on activities to their students in all STEAM areas.

All students will have access to these Makerspace elements either in the classroom, or as take home extension activities.

42   **You Wanna Do What? Integrating the Arts with Literacy : Music & Poetry**

Presenter: Elizabeth Lovett

Description: In a group of 4, the participants will experiment and create sounds using various items for a poem/excerpt to be performed during the session. The ideas/strategies in this session will increase the general elementary educator's knowledge in integrating music into their ELA classroom.   Participants will increase integration of the Arts into other disciplines (music and poetry) as part of ESSA's "Educating the Whole Child." This session will aid participants by providing resources/ideas for the general elementary classroom educators, in particular, whose students do not have access to the arts in their schools, thus providing them with exposure/experience with the arts.

High School (Grades 9-12)

26   **Workforce Development in the Classroom**

Trainer   Debra Garey

Description: The first lesson presented will be implemented with the teachers. This lesson is awesome for students, is authentic and relevant to the real world, and can be included in any content area. The teachers will be the students and complete the task.   Soft skills have been identified as lacking by many employers, developing a ready workforce is critical to Kentucky's economy. The lessons presented incorporate soft skills into classrooms, helping to prepare students for successful entry into the workforce. The lessons are a product of various teacher's experiences in externships with advanced manufacturers. Kids who fall into the gap are frequently experienced problem solvers, and they think outside of the box. These soft skills are appreciated in the workforce. Kids who aren't always successful in traditional classroom lessons, can soar when given the opportunity to think outside the box, and use their talents.

43   **PBL: P is for phenomena**

Presenter: Keri Meador

Description: Participants will develop a storyline instructional sequence focused on a specific science phenomenon. Teachers who learn how to develop a phenomenon-focused instructional sequence will demonstrate their ability to integrate NGSS, learning targets, assessments, and real science phenomena that keep students engaged in learning. Participants will use the strategies learned in this professional session to approach their current lessons and units with a fresh perspective. Students will benefit from a phenomena-based instructional approach, as it naturally welcomes student questioning, discourse, and

reflection on how thinking changes with new evidence. Student learning and engagement will be elevated when participants choose to shift instruction from topics and chunks to coherent sequences focused on examining evidence from observable scientific phenomena.   This session will provide participants with the tools to develop an instructional sequence based on their students. Many opportunities exist for differentiation and enhancements, with both NGSS and lesson activity specifics.

General Audience

2 & 14   **Brain Architecture**

Presenter: Michelle Grimes Jones

Description: This hands on activity helps you to understand how a child's brain develops based on childhood experiences. The foundation of the brain then helps a child to cope and react to situations later in life. This is a visual representation of ACES and the impact it has on children.

4   **Progress and Proficiency through Competency Based Learning**

Presenter: Kennita Ballard

Description: Teachers will engage in a 3 tier work time session in which they can: 1) conference with me in regards to specific questions and concerns 2) explore student samples that are created in an environment maintained by competency based learning 3) create a plan for implementation. This session focuses on a classroom structure that maximizes instructional time in creating an environment that fosters individualized learning in which students can reach instructional outcomes. Teachers will be introduced to an approach that promotes students in internalizing concepts being accountable for their learning and supporting their meta-cognition, elements which in turn are key in creating efficient and effective learners regardless of barriers or/and background.

5   **Self-Paced Learning**

Presenter: Natalie McCutchen

Description: Teachers think about one of their units and determine which activities they can incorporate in order to create self-paced learning day, week, or unit. Teachers will also explore various tools that can help in the implementation of a self-paced learning day, week, or unit.   Teachers will learn how to differentiate their instruction by using self-paced learning to better meet the needs of their students. Teachers will about specific strategies and tools that will help with the implementation of self-paced learning whether it be for a day, week, or an entire unit. Self-paced learning allows students to work and learn at their own pace; students can work faster through content if needed or take extended time to fully grasp content. This strategy works well for your advanced

and gifted learners as well as intervention students. Tasks can even be differentiated so that students are experiencing tasks that are best suited for their needs.

6   **G Suite: Learning Outside the Box**

Presenter: Leah Webster

Description: Teachers will be creating their own digital lessons and assessments in order to effectively understand the range of services the G Suite has to offer, including how to create assessments that grade themselves and provide students with immediate feedback and resources for improvement. Hopefully, this will be used as a refresher (updating) course for teachers who are already familiar with Google Classroom. This will also be a great introduction for beginning teachers who want to flip their classroom. A lot of the examples that I use are ways to provide support for students who are in need of support and a way to connect para educators to the digital classroom.

7   **Fight/Flight/Freeze: How Childhood Trauma Impacts Learning**

Presenter: Tiffany Gruen

Description: Teachers will analyze symptoms of an overactive amygdala and determine how often that is interpreted as off-task or disruptive behavior in the classroom. Teachers will then complete a graffiti walk of "Instead of...Try..." to help support students that are demonstrating such behaviors. Learning can only occur when a student of trauma feels safe. The Adverse Childhood Experiences study has repeatedly demonstrated the impact of childhood trauma on the brain, lasting throughout a person's life. However, this study also revealed that educators have a unique position to help a child of trauma develop resiliency skills to overcome the impact of their trauma, thus allowing learning to occur. Adverse Childhood Experiences include incarceration of a family member, witness to substance abuse, witness to domestic violence, and divorce, to simply name a few. With some of the staggering statistics facing our Kentucky children right now, we have many students that are silently suffering and not able to focus on the opportunity to learn. We cannot close the gap for a child of trauma until we have proactively addressed their need to develop resilience. This can be accomplished through simple classroom strategies and reflective practice. In order to close the gap, we must build a bridge for these students.

8   **Team Based Accountability System**

Presenter: Brandon Hensley

Description: Participants in this session will learn about effective ways to reduce negative behaviors while developing a knowledge base of effective ways to reward and encourage positive behaviors. Participants will use the training they receive in this session to find new and improved ways to engage students that are struggling as a result of behavior issues as well as find new ways to connect positive behaviors with positive learning outcomes.

This session will provide information on keeping students that have behavior issues in class and maintaining a productive growth mindset.

9   **#KNOWmoore: Using Social Media to Highlight your Students and Build school culture**

Presenter: Rob Fulk

Description: Building the brand of your school and showcasing student successes to the public. By learning how our school has utilized social media to showcase students, connect educators, and pack our house for deeper learning exhibitions.   By promoting student agency and celebrating student successes. Creating a culture that kids see their successes daily.

10   **Physical Science Modeling in NGSS: Engaging Yourself and Your Students**

Presenter: Dr. Elizabeth Roland

Description: The session is about models and modeling. We will start with a discussion and word sort about what is a model and what is not a model. We will use the Page Keeley model prompt as individual cards for this sort. As a group we will discuss why the different cards are in one category or another. We will create a group list of the characteristics of a model and characteristics of something that is not a model. Then we will pass out copies of NGSS and have the teachers identify all the standards that include models and modeling. Then we will discuss as a group what the difference is between models and modeling. We will look at the specific development of model complexity starting in K and going through 12. Finally, we will divide into groups for specific standards to develop a model for the phenomenon or to interact with a modeling protocol. Modeling activities could be building a bridge and testing it (physical and online interactive), modeling the atmosphere, modeling temperature changes during an event, modeling atomic exchange, modeling wave motion, etc. At the end, each group will share out their experiences and how to modify this for students. The intent is to have a open conversation about models and modeling within the NGSS framework and to see its connections to student engagement in science. Many of the NGSS standards are focused upon students creating models and not so much on the teachers just presenting them. The intent is to familiarize teachers with the wide range of models and the types of models/modeling appropriate for each cognitive development level. Hopefully, this will translate into classrooms where students have the opportunity to creatively develop models and engage in the modeling process to better address the standard expectation. It should help teachers to more fully grasp all the categories of models including: that there are cognitive development levels in the use of models and many different categories of models. Students with teachers less comfortable with model building might find they can easily include modeling in their current instructional sequences or may find they already have the models, they just need to tweak how they are approaching the lesson with the students. Students will have more opportunity to engage in hands-on, minds-on modeling and develop spacial relationship skills.

15 **Establishing a Classroom of 21st Century Learners**

Presenter: Alexa Hardin

Description: Participants will take part in a model student-led conference. They will create their agenda for the conference and discuss data with another participant to see how this activity would enhance learning within their own classrooms. The strategies that will be introduced during this session will be extremely valuable to all who participate. Teachers will be given a variety of strategies and ideas that are simple to implement, but will transform the learning that will take place in their classrooms. These strategies will make teachers facilitators in their classrooms and students the ones who are in charge of their learning. By establishing a classroom of student leaders, this frees up the teacher to work with small groups or even with individual students who may be struggling in the classroom.

16 **The W4 Word Wall- A Working Word Wall That Works!**

Presenter: Tyler Watts

Description: Plickers are a part of the W4 Working Word Wall, so the presenter will provide Plickers for all participants to use as they experience a portion of the W4 that requires Plickers. Working word walls can provide a valuable visual that adapts to classrooms under any current content while providing future reliability as an anchor visual for desired amounts of time. Long last visuals that can adapt to student needs over time can prove to be a valuable resource as students develop and grow in the world of literacy.

18 **What did a Medieval Peasant Eat? Food, Nutrition and Exercise as an Interdisciplinary Theme across the Curriculum**

Presenter: Cynthia W. Resor

Description: "The following is a short abstract of the proposed presentation (activities described in the last sentence): The daily diet of medieval peasants would not be popular in the 21st century. Medieval porridge was high fiber and low sugar, but would be a tough sell next to fries, burgers, and cookies. Comparisons between a pre-industrial diet and students' favorite foods can illustrate important concepts across the curriculum related to nutrition, exercise, globalization, food abundance and shortages, the impact of 19th century industrialization on cooking, farming, and the food supply. Participants will test their knowledge of pre-industrial food, examine how food can be used as a focus for interdisciplinary instruction, and receive materials suitable for the elementary, middle, or high school classroom. Interdisciplinary, thematic instruction has the following advantages: Students learn better when experiencing knowledge in a larger context. They begin to see relationships and connections across time and disciplines. Learning

about wider themes and concepts more closely resemble how we experience life outside of the school and classroom. Themes can be chosen that are student-centered and incorporate the needs, interests and perspectives of the students – differentiation!" Incorporating interdisciplinary themes in the classroom is an excellent way to introduce new ways of seeing the world through three sets of culturally responses lenses. Students explore how daily routines in the past were responses to historical realities and cultural expectations for men, women, and children; just as modern differences are a product of unique circumstances and cultures. Historical concepts are measured again the present. Discussion and critical analysis takes place on three levels; students compare and contrast human experiences in the past, in modern culture, and their own lives.

19   **Cooperative Learning that Works**

Presenter: Brandon Hensley

Description: Teachers will receive instruction on several cooperative learning strategies that will elevate student engagement and teacher quality. Participants in this session will use this training to foster a more engaging classroom and thus a higher quality educational experience. Research has shown and the professional agrees that cooperative learning is one of the most effective ways for students to learn real-world hard and soft skills that are required in the professional workforce.

20   **Schools and Communities United: Community Coalition Building around Education Issues**

Presenter: Tammy Berlin

Description: Identify organizing issues around education in their district; power map their community relationships to see how they can leverage their power to organize the community around those issues. Participants will learn how to build coalitions that will help them support students and leverage public and district policies that will improve student learning and life outcomes. Participants will learn how to build coalitions that will help them build public support to leverage funding for wrap around services and academic / learning opportunities.

27   **Effective Co-Teaching**

Presenter: Sonia Huff

Description: Participants will participate in mock lessons with leveled materials and assignment/assessment choices. Instruction content used will be primarily ELA and Social Studies. During one activity participants will be paired-- general educator and special educator when possible. With their partner they will be given a specific standard and lesson outline from which they are to design instruction to meet the diverse needs of a co-teaching classroom. We will then discuss the importance of each partner's

expertise in the process and the impact this has on classroom instruction and learning. The presenter will provide information detailing how this type of collaboration enhances the teaching process. It will also be discussed how this type of planning helps close the GAP in student learning. It is the belief of this presenter that the success of a lesson is determined before it is ever brought to the classroom. It is through appropriate planning and understanding of student needs that the foundation is laid. Most examples provided in this presentation will deal with the importance of early collaboration to ensure success. Participants will be able to use ideas and strategies discussed, demonstrated, and practiced in the session to enhance co-teaching instruction in their classrooms. They will be able to use strategies practiced and explained in their own co-teaching partnership. This session will help educators effectively work as a collaborative co-teaching pair to best support students. When two experts in their fields are paired (general educator and special educator) huge success can be experienced. Unfortunately, the strengths of this combination often are underutilized due to lack of training and understanding of how to effectively co-teach in a classroom.

28   **School Culture & Climate**

Presenter: Natalie McCutchen

Description: Participants will brainstorm ideas and activities that they could do at their school in order to improve culture and climate. Participants will also create a list of 3-5 people that will can serve on a Culture & Climate Committee at their school. This session will focus on improving the culture and climate in schools. If teachers are happy and content in their work, this will provide a more inviting and nurturing environment for students. If teachers are happy and content in their work, they will be more likely to try initiatives and strategies that can prove useful for all type of learners.

29   **Breaking down barriers to learning: Trauma and how it effects the learning environment.**

Presenter: Jeremy Cole

Description: Participants will in engage in real-world trauma situations and the correct response to those situations. Many times, students come to us with trauma, and if as a teacher/staff, we can learn to help students cope, learning becomes easier and barriers are broken down. This session will help participants see some barriers to learning and how all staff can help students in learning how to break down barriers.   As barriers to learning are torn down, all students will learn at a higher level.

30   **Building Bridges**

Presenter: Noraa Ransey

Description: Collecting resources and sharing ideas of how to celebrate students and develop an understanding on how a positive school culture affects achievement. They will be able

to collect ideas to easily implement in their own classrooms and school. Building relationships and school culture is a key to student achievement.

36   **Brain Architecture**

Presenter: Michelle Grimes Jones

Description: This hands on activity helps you to understand how a child's brain develops based on childhood experiences. The foundation of the brain then helps a child to cope and react to situations later in life. This is a visual representation of ACES and the impact it has on children.

37   **Coaching Conversations**

Presenter: Deborah Sanning

Description: Teachers will use the Kentucky Framework for Teaching and the ELEOT tool to learn to lead coaching conversations with their colleagues. They will also use a tool to set priorities, plan for specific steps, and develop a timeline. Coaching conversations with colleagues will lead to more effective PLC conversations that drive instruction for student achievement. Coaching conversations can directly affect student achievement when conversations are planned and specific, as opposed to "off the cuff".

39   **Student Agency: How Teachers Can Encourage & Support Students to Share Their Voice to Make Positive Changes in Schools**

Presenter: Amanda Klare

Description: Participants will walk away with several strategies that promote student agency at all grade levels. We will have some templates for personalized learning that we can share and we could have participants design their own as a part of the session. Of course, this is just one element of student agency. We will also be offering the opportunity to have teachers be a part of a future podcast with Hope Street Group to advocate for student voice. "Participants will use this professional learning to better impact student achievement and engagement in the classroom. Those who come to our session will learn that students are our partners in continuing to make our schools better. Students learn how to engage in policy making which makes them more well rounded individuals ready to exist in a world outside of our classroom." Research suggest that when students are engaged in learning and given choice on how they learn, they graduate with the competencies needed to perform at high levels in the workplace. Additionally, students, perform better on academic indicators and display a desire to succeed."

44   **Fostering Literacy and Engaging Learners beyond the Walls**

Presenter: Wendy Berryman

Description: Teachers will work with a small group to develop ideas for one digital lesson. They can choose from menu. Then they will help teach each other to set up one digital forum with the use of my power point notes, help pages for support.   Interacting with students digitally uses their preferred way of communication (digital) in order to research, analyze, and discuss literary and informational texts.   Using digital discussions and assignments allows students more time to think about what is asked (for ELL, introverts, and those who process tasks more slowly than average) it gives them time and space to develop thoughtful responses without high-pressure wait time in whole group. Also, allows student choice gor responses (creation of memes, hashtags, sharing song lyrics, videos, or long written responses).

45   **Live Action: A High Yield, High Impact Strategy that Works**

Presenter: Dana Lee Thomas

Description: Participants in this session will learn about a protocol that focuses on intentional, one-on-one feedback that feeds forward and is given immediately after writing. It will explain, using data driven instructional strategies, how writing "live scoring" can help enhance students' writing skills. The instructional strategies presented in this session will emphasize the power of student feedback using the research-based principles of John Hattie. It will also show teachers how feedback can be used to drive instruction. John Hattie notes that feedback has a measurable effect on student growth and performance. This session will aid teachers in implementing a school-wide strategy that allows a variety of educators to give one-on-one feedback that helps students to grow in writing.

46   **Live Scoring with Special Ed Students**

Presenter: Carol Milby

Description: Participants will practice live scoring with 2 different activities as time allows. This will help participates in evaluating their students and they will be able to use these techniques upon returning to the classroom. They will learn how to use student feedback to structure their teaching in how to close the gap.

47   **Flexible Learning to Increase Student Engagement and Learning**

Presenter: Amanda Norris

Description: Participants will actively participate in a number of hands-on activities that they will be able to adapt to use in their classroom. One such activity will involve participants competing in a relay race to solve content related questions. These strategies and activities will help them to elevate their teaching by finding ways to engage all learners

and maintain a mindset of flexibility. This professional learning session will allow participants to create make and take activities that can easily be adjusted for use in their classroom. This activities will elevate student learning through engagement. These activities are all differentiated so that all learners can be active and successful. Allowing each child to participate in the same activities but at their levels is a known way to narrow the achievement gap.

48   **This is NOT a Test: How Finland's Curriculum Prepares Students for the World**

Presenter: Sam Northern

Description: Participants will engage in activities that demonstrate the power of learning when it is fun and connected to the real-world. One of the best ways for students to understand the world around them is by learning through movement. Learning can happen anywhere—inside and outside of the classroom. In my session, I will demonstrate how technology integration is a means to connect students with the world and with each other. Many of these strategies I am learning about in Finland as part of the Fulbright Distinguished Awards in Teaching Program. I am spending four months in Helsinki, Finland visiting schools and researching educational best practices. In my session, participants will go on a short scavenger hunt where they find certain places/objects in the room and respond to a prompt using an online platform called, Klikaklu. Klikaklu (a free app) is a photo hunt game that uses devices' GPS, camera, and advanced image matching technology. This activity will illustrate how connecting learning to students' environment promotes the 4 C's: critical thinking, communication, collaboration, and creativity. My session will motivate participants to use new resources and instructional strategies to promote students' overall well-being. Exploration and play are the natural ways for kids to learn and become interested in acquiring new knowledge and skills. Technology plays an important role in this area, providing children with creative possibilities. My session will demonstrate several technology tools and strategies that enable students to acquire skills in creative ways. I am participating in the Fulbright Distinguished Awards in Teaching Program. From January to April 2018, I am visiting schools in Finland and conducting research on innovative pedagogy. My session will touch on the instruction practices I observe in Finnish schools. The education system in Finland does not focus on preparing students for a test. In fact, the only nationally graded test in Finland is given at the end of students' senior year. Rather, Finland's curriculum focuses on developing students' social and emotional skills, which enhances their ability to succeed. Students spend less time studying theories and more time on real-world applications. I hope that by looking at classrooms in Finland and reflecting on our own approach to instruction, we can further help the students we teach to develop the skills necessary to make smart decisions throughout their lives. Our students need and deserve opportunities where they can learn through play to make sense of the world around them. Through play, children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments. High stake testing often results in teachers ensuring that students are performing well on tests and it detracts from education in other areas like art, engineering, and even social/emotional learning. For some students, they may not be the best test-taker. When they perform low on these exams, they feel discouraged.

Yet, these same students may excel in areas that test prep does not target. When learning is fun and authentic, students' engagement will increase. Instruction that focus on the whole child supports all learning styles and needs, which creates greater equity in the classroom. Additionally, fun learning creates a safe learning environment that sparks creativity and encourages risk-taking. Students who feel comfortable at school are more likely to participate in discussion, collaborate with peers, and give forth their best effort. By looking at the innovation and principles happening in Finland, we can talk about what we can do here in Kentucky to educate the whole child.

49   **Fixer Upper: Renovating Your Instructional Tasks**

Presenter: Shannon Brickler

Description: Participants will use a rubric to evaluate the quality of an instructional task. Participants will determine if the task is aligned to standards and the mathematical practices along with addressing the instructional shifts. This process will elevate teacher quality as they learn how to choose instructional tasks that are effective in addressing the standards. Participants will analyze instructional resources for alignment to the standards. This will directly impact student learning by providing quality tasks. This will aid in closing the gap due to the focus on the true intent of the standard.

50   **Pineapple Charts**

Presenter: Natalie McCutchen

Description: Teachers will brainstorm ways that they can implement a pineapple chart in their school. They will identify a small committee of teachers to lead the implementation as well as a structure of implementation. By using a pineapple chart, teachers will go into classrooms of other teachers to observe and learn about other interesting strategies and tools. They will be able to engage in professional dialogue, see these strategies and tools implemented in real classrooms, and then take them back to utilize in their own classrooms. All students will be exposed to more strategies and tools that can help their performance. Strategies and tools observed can be used in Gifted and Talented classrooms, Intervention classrooms, as well as Special Education classrooms.