



“Engaging Curriculum for Every Student Every Day”

Friday, January 27, 2012

9:00 a.m. to 3:00 p.m.

at Ecole McTavish Junior High School

(includes catered lunch by Bertini's)

REGISTER THROUGH THE LINK BELOW

[Fort McMurray PD Day Registration Link](#)

REGISTRATION DEADLINE: FRIDAY, JANUARY 13, 2012

The Edmonton Regional Learning Consortium's focus continues to be "*Partners in adult learning for students' sake*", and we value the opportunity to collaborate with Ft. McMurray Catholic and Public districts to provide these learning opportunities. Session costs have been subsidized as a result of grants from Alberta Education to support curriculum implementation.

January 27, 2012 PD Day

Engaging Curriculum for Every Student Every Day

Considerations in establishing this year's theme:

- Focusing on improving student learning;
 - Keeping teachers informed as curricula are being reviewed, revised and implemented;
 - Allowing teachers to continue to gain a deeper understanding and application of curriculum outcomes;
 - Continuing full day sessions to allow teachers to have greater depth of study in one area to further their personal professional growth.
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Planning Committee: Partnership of staff from FMPSD, FMCSO and ERLC

- **FMPSD:** Melita Ellsworth, Josie Lush, Myrna Matheson, Crystal Mercredi, Merrie-Rae Mitsopoulos
- **FMCSO:** Joel Canete, Connie Farrell, Kathleen Murphy-House, Pat Nameth, Vic Steel, Julie Williams
- **ERLC:** Val Olekshy, Harry Wagner, Claudine Cortes, Denise Kay

Venue(s)

- Ecole McTavish Junior High School, 342 Parsons Creek Drive
- Should there be a need to evacuate the venue on that day Holy Trinity Catholic High School will be the muster point.
- Parking is available at Ecole McTavish, Holy Trinity and limited street parking
- If possible, please carpool! Please avoid no parking zones!

Schedule

- 8:30 Coffee
- 8:55 O Canada & Announcements
- 9:00 – 12:00 Morning portion of your session
- 12:00 – 1:00 Lunch catered by Bertini's
- 1:00 – 3:00 Continuation of morning session

EASY REGISTRATION!! – ALL SESSIONS ARE BY PRE-REGISTRATION ONLY!!

- Grades ECDP – 12 Teachers: Read session descriptions below. Choose **ONE** session only! Register through the link provided.
- **Registration Deadline: Friday, January 13, 2012**
- You will receive an email from **Edmonton Regional Learning Consortium (ERLC) Administration** confirming your registration.

PLEASE NOTE

- Session materials and room designations are based on registration; therefore, requests for changes cannot be accommodated after **4:30pm Wednesday, January 18, 2012.**
- **Any requests for session changes must be emailed to Melita Ellsworth, Secretary to the Coordinators at melita.ellsworth@fm-psd.ab.ca prior to 4:30pm Wednesday, January 18, 2012.**
- On January 27, 2012, when you enter your session, your name will be on a sign-in sheet based on your registration request. **Please sign in!**
- *At the end of your session you will receive an email from ERLC requesting your participation in an online survey. Survey results will be used in future PD planning. Please participate.*

“Engaging Curriculum for Every Student Every Day”

| Target Audience | Session Title | Presenter |
|--|---|--|
| Grades 1-3 Math | Using Front Matter and Grey Matter to Teach What Matters in Math, Grades 1-3 | Carla Kozak |
| Grades 4-6 Math | Using Front Matter and Grey Matter to Teach What Matters in Math, Grades 4-6 | Keith Van DeKeere |
| Grades 7-9 Math | Developing Good Problems in Math, Grades 7-9 | Cathy Campbell |
| Grades 10-12 Math | Orchestrated Experiences in the New Math 30 | John Scammell |
| CTS | Assessment in Career and Technology Studies | Gord Balbar |
| Grades 7-12 Science | Integrating Online and Digital Resources in Secondary Science | Jane Diner |
| Grades 1-9 ESL, ELL | The Who, What and How - Foundational Best Practices with English Language Learners | Nancy Musica |
| Grades 1-3 Literacy | Connecting Reading and Writing in the Early Years | Marlene McKay |
| Grades 4-6 Literacy | Curriculum, Assessment and the Traits of Writing: How Do They Fit? | Siobhan Murphy |
| Grades 7-12 Literacy, English Language Arts and Social Studies | Teaching the Critical Essay to 21st Century Learners | Brent McKeown |
| Elementary Music, Social Studies, PE and Literacy | Teaching Song, Dance & Legends of Alberta’s Native Peoples | Sheryl Sewepagaham |
| Grades 4-9, PE, Social Studies, Art and Literacy | Engaging FNMI Students with Curriculum-based Activities and Projects | Terry Lakey |
| Grades 1-12 French Immersion | L'approche contrepoids: "La communication orale, avant tout!" ET "L'enseignement de la grammaire en contexte" French Immersion (Reading and Speaking – Strategies and Tools for Assessment & Improvement) | Lesley Doell |
| Grades 7-12 | Mobile Devices in the Classroom | Nicole Lakusta |
| Grades 7-12 Social Studies and English Language Arts | Writing Effective Multiple-choice Questions in Humanities | Tim Coates |
| Grades 7-12 Math and Science | Writing Effective Machine-scored Questions for High School Math and/or Science | John Drader |
| Early Learning | Ensuring Success in the Early Years: Quality Educational Programs for Young Learners | Judy Martin |
| Grades 1-12 Fine Arts and Social Studies | I am a Citizen | Mar'ce Merrell and Shelley MacDonald with Hazel Delanger |
| Grades 4-9 Fine Arts and core subjects | Digital Media in the Classroom: Cameras, You Tube and You | John Scully |
| School and District Leaders, Learning Coaches | Structuring and Implementing an Effective Response to Intervention (RTI) Process | Cara Shores |
| School and District Leaders, Learning Coaches | Effective Group Strategies for Leaders that Support Group Engagement | Joni Turville |

SESSION DESCRIPTIONS AND PRESENTER BIOGRAPHIES

| Target Audience | Session Title and Description | Presenter and Bio |
|--------------------|---|--|
| Grades 1-3 Math | <p>Using Front Matter and Grey Matter to Teach What Matters in Math, Grades 1-3 How can we ensure that knowing the basic facts also means understanding the math?</p> <p>What constitutes rich problems and rich activities and how do they support the spirit and intent of the new curriculum? What does it look like in a classroom when kids are acting like young mathematicians?</p> <p>In your classroom:</p> <ul style="list-style-type: none"> • Who is working the hardest? How do kids know if they have a right answer? Who validates a solution? Who chooses the solution path? • Are you supporting performance goals or learning goals in what you are asking kids to do? <p>While working in the contexts of Place Value, Counting and Parts/Whole, this session will look at rich activities that support the spirit and intent of the new curriculum while hanging on to the good things we have done in the past.</p> | <p>Carla Kozak works at Edmonton Public Schools Consulting Services in the area of elementary mathematics as well as being a member of the ERLC Regional Math Team. She provides peer coaching to teachers and facilitates regular professional development activities, within Edmonton Public Schools and around the province. Carla is committed to the philosophy that "every child can learn" and her classroom experience includes working with a wide range of elementary students, including students with learning disabilities.</p> |
| Grades 4-6 Math | <p>Using Front Matter and Grey Matter to Teach What Matters in Math, Grades 4-6 How can we ensure that knowing the basic facts also means understanding the math?</p> <p>What constitutes rich problems and rich activities and how do they support the spirit and intent of the new curriculum? What does it look like in a classroom when kids are acting like young mathematicians?</p> <p>In your classroom:</p> <ul style="list-style-type: none"> • Who is working the hardest? How do kids know if they have a right answer? Who validates a solution? Who chooses the solution path? • Are you supporting performance goals or learning goals in what you are asking kids to do? <p>While working in the contexts of Place Value, Fractions and Decimals, this session will look at rich activities that support the spirit and intent of the new curriculum while hanging on to the good things we have done in the past.</p> | <p>Keith Van DeKeere is a trained First Steps in Math Facilitator. Keith has provided in-classroom support for teachers who wanted to make the transition from teaching for or teaching about problem solving to teaching through problem solving. Keith has also advised school administrators on how to incorporate a specific math goal as part of their School Education Plan. A major focus has been helping teachers see through the eyes of kids and learn how to work with the front matter as their <u>content</u>, with the outcomes as the <u>context</u>.</p> |
| Grades 7-9 Math | <p>Developing Good Problems in Math, Grades 7-9 What does problem solving look like in a division 3 classroom? Come and explore ways to get your students engaged in mathematics using a "Dan Meyer makeover". We will explore the use of visuals and multi-media to enhance student learning as well as learn ways to pull math out of your resources and make the subject come alive for your students. In addition, you will have time to create your</p> | <p>Cathy Campbell has been with Edmonton Public Schools for 20 years and has taught both division 2 and 3 students with the majority of her work being in junior high. She is currently a math consultant for the school district along with being a member of the ERLC Regional Math Team. She is</p> |

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| | own engaging problems to use in your classroom right away. | passionate about mathematics and believes that every student can be successful in mathematics. She is a life-long learner and benefits from social networking which allows her to learn from other globally-connected educators. |
| Grades 10-12 Math | <p>Orchestrated Experiences in the New Math 30</p> <p>This session will provide an overview of the revised Math 30-1, Math 30-2 and Math 30-3 courses. Focus will be on engaging activities that enhance student understanding and are in keeping with the philosophy of the revised program of studies.</p> | <p>John Scammell has been a high school math teacher for 18 years. During that time, he has taught most of the High School courses with Edmonton Public Schools, including IB, AP and the non-academic streams. Most recently, John was Department Head of math at Harry Ainlay. He has served on numerous Alberta Education committees including item writing, diploma marking and resource review. John is looking forward to supporting high schools in the implementation of the new math curriculum.</p> |
| CTS | <p>Assessment in Career and Technology Studies</p> <p>During our day, we will explore, in a collaborative and practical way, the four foundations of assessment, the assessment process, assessment ties to the Understanding by Design process, and the implications of these principles and practices for your CTS classroom or lab.</p> <p>Throughout, examples and activities will focus on your CTS employment area. Be prepared to examine your program of studies, to construct and deconstruct assessment tools, to reflect on your own assessment practices, and to discuss the possibility of CTS as a leader of literacy competencies in your school.</p> <p><i>Please bring a copy of your Program of Studies.</i></p> | <p>Gord Balbar was a high school teacher for 24 years with Edmonton Public as a CTS teacher, Work Experience Coordinator, and CTS Department Head before moving to Student Learning Services as the district's CTS consultant. As such, he has experience with a broad variety of CTS, Off-Campus, and Inclusion issues, continues to work on a variety of district AISI and Literacy projects, has hosted three CTS Understanding by Design course builds, and has a comprehensive background regarding technology use in the classroom.</p> |
| Grades 7-12 Science | <p>Integrating Online and Digital Resources in Secondary Science</p> <p>Today's students seem to be naturally drawn to, and engaged in learning when technology is involved. This session will provide a hands-on experience with a variety of links to useful and interactive online resources such as the use of great websites, use of quick response codes, lab simulations, useful apps in the classroom and virtual field trips, which support the teaching and learning of many different outcomes in the science classroom.</p> | <p>Jane Diner has worked with EPSB since 1992 teaching chemistry, biology and physics to junior and senior high students. Jane has experience and loves bringing technology into the classroom. Jane also has experience teaching in the IB classroom at the junior high level and the 30IB level. She is the first recipient of the Alberta AMGEN Excellence in Science Teaching Award and has been the EPSB Science Consultant since 2009.</p> |
| Grades 1-9 ESL, ELL | <p>The Who, What and How - Foundational Best Practices with English Language Learners</p> <p>With the growing number of new immigrant families moving to Alberta, it is imperative for you to offer programming that will ensure excellent English language development as well as high academic achievement for your English</p> | <p>Nancy Musica has been an ESL Consultant with Edmonton Public Schools for the past five years. She has worked in the area of ESL for over 25 years and has taught English to both children and adults. Other areas</p> |

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| | <p>language learners. In order to do this, it is essential to pinpoint your students' levels of English language proficiency, implement appropriate ESL programming and develop effective methods to monitor and assess progress.</p> <p>This day will include an overview of the Alberta Education K-12 Proficiency Benchmarks with an emphasis on ways this document can guide your programming. Aspects of second language acquisition and research-based programming and assessment strategies for English Language Learners will be explored. Resources, practical strategies, activities and games will be introduced throughout the day to enhance your work with English language learners.</p> | <p>of experience include school counseling and learning strategies. Recently she was Co-Director for the 2011 ATA ESL-C Conference and has just volunteered as the PD Director North for the ATA ESL Council.</p> |
| <p>Grades 1-3 Literacy</p> | <p>Connecting Reading and Writing in the Early Years There are strong connections between reading and writing. Students learn about writing through reading and they learn about reading through writing. Texts teach what readers and writers need to learn. In this workshop, we will explore four ways in which you can explicitly connect reading and writing.</p> <ol style="list-style-type: none"> 1. In the first part of the session, you will explore some specific ideas for writing poetry based on reading. 2. Next, we will look at an example of how to develop report writing in early years. 3. Then we will explore how reading can lead to representing which leads to writing. This is particularly successful with writers who have ideas but have difficulty expressing them in writing. 4. Finally, we will examine how to generate personal experience writing from children's literature. <p>The ideas presented will become a springboard for you to contribute your own ideas for connecting reading and writing. This is an interactive session and you will be asked to participate in activities and to share your thoughts and ideas with others. Through the sharing of ideas, you will hopefully leave knowing that you can adapt these ideas to your own teaching situation.</p> | <p>Dr. Marlene McKay recently completed her doctoral studies at the University of Alberta. Her research topic was Teaching Language Arts in a Northern Community: Four Teachers' Voices. She currently teaches in the faculty of Elementary Education at the University of Alberta. Marlene has over 30 years of experience in education – as a classroom teacher, a language arts consultant, and university instructor of pre-service teachers. She is especially interested in facilitating teacher development, the teaching of writing, and working with children's literature to implement teaching strategies and ideas that help in the literacy development of all children. Marlene is the author of the book, <i>Story Vines and Readers Theatre: Getting Started</i> (2008).</p> |
| <p>Grades 4-6 Literacy</p> | <p>Curriculum, Assessment and the Traits of Writing: How Do They Fit? What is the Traits of Writing model? Where does this model fit into the grades 4-6 English Language Arts Program of Studies? How can I involve my students in the process of assessment in writing? If you are asking yourself these questions this session is for you. This workshop will focus on an introduction to the Traits of Writing. Each trait will be explored using learning activities that you can take back to your classroom. You will discover the link between the Traits of Writing model and the curriculum and learn how to carefully plan to make writing come alive in the classroom. Using student writing exemplars and assessment for and of learning strategies, the presenter will demonstrate how assessment improves student writing.</p> | <p>Siobhan Murphy is currently on secondment to Edmonton Regional Learning Consortium. Prior to this, she worked as Greater St. Albert Catholic Regional Division's AISI Lead Teacher during Cycle 3. She has also taught at the elementary and junior high levels and has used the Traits of Writing model in her classroom. Siobhan completed her Master's degree in education at the University of Alberta focusing her research project on assessment for learning best practices, in particular how rubrics can improve student writing.</p> |

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| <p>Grades 7-12 Literacy/English Language Arts and Social Studies</p> | <p>Teaching the Critical Essay to 21st Century Learners The word “essay” is loaded with connotations for the average student and teacher, and unfortunately, these are often overwhelmingly negative connotations. You will operate from the premise the essay is the most fertile of written forms and even something as seemingly black and white as a critical analytical essay can allow students a range of writing choices. You will also explore a variety of ways to engage your students in the writing process and explore approaches to writing critically that include everything from magazine writing to preparing for diploma examinations.</p> | <p>Brent McKeown has been a high school English Language Arts teacher for the past 13 years, and also has experience as an assistant principal and as an ELA department head. He has experience teaching all high school ELA courses (Including designated ESL and IB courses). Brent has also worked extensively with Alberta Education in regard to the ELA 30-1 Diploma examination, serving as a standards confirmer, marking group leader/ supervisor and technical review committee member. Brent is passionate about language and literature and is excited about the opportunity to work with students and teachers to create truly inspiring and engaging ELA experiences.</p> |
| <p>Elementary Music, Social Studies, Physical Education and Literacy</p> | <p>Teaching Song, Dance & Legends of Alberta’s Native Peoples Join Aboriginal Music Consultant, Sherryl Sewepagaham, in this interactive workshop that integrates the rich culture of Alberta's native people with music, social studies, physical education, and language arts subjects through singing, drumming, dancing, and legends. The music of traditional and contemporary Aboriginal artists will also be introduced. Sherryl is an award-winning songwriter, a member of the 2006 Juno-nominated Aboriginal women’s trio, Asani and a member of the Alberta Premier’s Council on Arts and Culture. Resources:</p> <ul style="list-style-type: none"> • How Chipmunk Got Its Stripes, Joseph Bruchac & James Bruchac • The Elders are Watching, David Bouchard & Roy Henry Vickers • The Bear Who Stole the Chinook: Tales from the Blackfoot, Frances Fraser • The Native Stories from Keepers of the Animals, Told by Joseph Bruchac • The Native Stories from the Keepers of Life , Told by Joseph Bruchac • Cree songbook and CD, songs by Brian McDonald • Indian Music Course and CD, Winston Wuttunee • Musicplay Student Book (Grades 2 and 3), Denise Gagne <p>The music of Northern Cree, Olivia Tailfeathers, Calvin Vollrath, The Black Lodge Singers and Jacob Pratt will also be integrated.</p> | <p>The breathtaking sound of children singing and celebrating cultural songs is the inspiration that Sherryl Sewepagaham uses in creating her Aboriginal music program. Of Cree ancestry, Sherryl is an elementary music teacher and an Orff specialist. Sherryl created the Edmonton Aboriginal Children’s Chorus in 2003 and the “Awasisak Nikamowak” Prince Charles School choir in 2004. Sherryl, along with the members of Asani, was awarded Fleck Fellowship Awards from the Banff Centre for the Arts and three City of Edmonton’s Salute to Excellence in the Arts Awards.</p> |
| <p>Grades 4-9 Physical Education, Social Studies, Art and Literacy</p> | <p>Engaging FNMI Students with Curriculum-based Activities and Projects This session will provide an opportunity to discuss the importance of building positive, meaningful relationships with students of First Nations, Metis or Inuit background. Classroom activities and lessons that model use of cultural</p> | <p>Terry Lakey taught grade three for two years on the Gift Lake Metis Settlement. Now in Red Deer, Terry has spent time with the Aboriginal Family and School Frontline Program. He was involved in curriculum</p> |

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| | <p>connections have the potential to engage students in their learning as well as teach others about FNMI culture and history. This session will focus on Physical Education, Social Studies, Art, and Language Arts. The activities can be modified across all grade levels. Take home handouts will be available. You will have the opportunity to create FNMI hands-on projects to use as classroom samples. All activities and projects link to the program of studies and have a strong FNMI culture and history connection.</p> | <p>development and the delivery of PD for teachers as it related to FNMI learners. Terry then moved back to the classroom to teach grade four. In 2011, he was awarded the Excellence in Teaching Award. He has now taken a two year secondment with the Alberta Regional Professional Consortia as a Provincial FNMI Facilitator/Consultant.</p> |
| <p>Grades 1-12 French Immersion</p> | <p>L'approche contrepoids: "La communication orale, avant tout!" ET "L'enseignement de la grammaire en contexte" French Immersion (Reading and Speaking – Strategies and Tools for Assessment & Improvement) Un bon nombre d'élèves plafonnent quant à leur niveau de compétences en communication orale. Pourquoi? Et comment faire en sorte que les élèves améliorent la qualité de leur communication orale en français au jour le jour? Familiarisez-vous avec la nouvelle approche contrepoids (Lyster, 2007) dont on découvre un équilibre entre l'enseignement de la forme et l'enseignement du contenu. Découvrez également les 70 activités motivantes de communication orale de l'ACPI, un trésor qui vaut la peine d'être découvert par tout enseignant en immersion peu importe la matière.</p> <p>Comment trouver l'équilibre entre l'approche explicite de la grammaire et l'approche implicite? La dernière recherche démontre les bénéfices d'une approche participative dont on ne néglige pas l'aspect social et collaboratif de l'enseignement de la grammaire. Explorez les stratégies réussies dont les exercices mécaniques menés par l'enseignant sont remplacés par les échanges à propos de la langue, la créativité et le discours initiés par les élèves.</p> | <p>Lesley Doell directs a collaboration of 13 partners comprised of 7 school boards, a regional college and 2 libraries to promote the delivery of French Education in Northwestern Alberta. The French Language Resource Centre has created several successful projects that has been a model across the country. She also contributes as a board member for the Canadian Association of Immersion teachers (ACPI) wherein she has spearheaded the ACPI DELF committee. In addition, Lesley can be found instructing French and Education courses at Grande Prairie Regional College.</p> |
| <p>Grades 7-12</p> | <p>Mobile Devices in the Classroom We are in the midst of a mobile revolution. Mobile devices such as cellphones, tablets, e-readers, netbooks, ultrabooks provide great educational learning opportunities. The main challenge is how to integrate these mobile devices effectively into the learning environment.</p> <p>This full day session will look at:</p> <ul style="list-style-type: none"> • policy, citizenship/digital footprint and permission examples • exemplars and hands-on activities demonstrating mobile learning (get ready to play!) • how Universal Design for Learning (UDL) provides a blueprint for creating flexible goals, methods, materials and assessments that accommodate learner differences using mobile devices (multiple means of representation, action & expression and engagement) <p>Mobile learning already has an impact in schools; students</p> | <p>Nicole Lakusta is the Curriculum Educational Technology Facilitator with Parkland School Division. Over the past 20 years, she has combined her knowledge and skills in technology integration with the implementation of curriculum, instruction and assessment. In her previous capacities as a teacher and an Assistant Principal, she facilitated and modeled the effective use of a variety of technologies to enhance learning and teaching. When not found hosting workshops, playing with technology, presenting sessions and elbow2elbow coaching, Nicole can be found court-side, on fields and in arenas cheering on her kids. She can be contacted at http://about.me/nlakusta.</p> |

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| | <p>find them intuitive and affordable and teachers are becoming more aware of their capabilities and advantages in uncovering the curriculum.</p> <p>Please bring with you:</p> <ul style="list-style-type: none"> • cellphone/smartphone • optional - any other mobile device (tablets, netbooks, ultrabooks) that you would like to use. | |
| Grades 7-12 Social Studies and English Language Arts | <p>Writing Effective Multiple-choice Questions in Humanities</p> <p>This workshop focuses on showing you how to construct effective multiple-choice questions for the Humanities courses. Common errors in item development will be shown, as well as ways to improve the quality of multiple-choice items. Hands-on materials and a handbook on item writing will be provided.</p> <p>You should bring a copy of a current test that you wish to "polish", as well as resources to write new machine-scored questions at this workshop.</p> | <p>Tim Coates is the Director of the Diploma Programs Branch of Alberta Education. Tim also teaches a course in assessment for pre-service teachers at the University of Alberta.</p> |
| Grades 7-12 Math and Science | <p>Writing Effective Machine-scored Questions for High School Math and/or Science</p> <p>This workshop focuses on showing teachers how to construct effective multiple-choice and numerical-response questions for high school math and science. Common errors in item development will be shown, as well as ways to improve the quality of machine-scored items. Hands-on materials and a handbook on item writing will be provided.</p> <p>This workshop will allow you time to practice your skills and explore the concept of blueprinting assessments based on provincial standards established by Alberta Education and teachers from across Alberta.</p> <p>You should bring a copy of a current test that you wish to "polish", as well as resources to write new machine-scored questions at this workshop.</p> | <p>John Drader has a B.Ed., B.Sc., and M.Ed. from the University of Alberta. He taught mathematics, sciences, Physical Education and IT in Australia and Elk Island School District in Alberta as well as serving in school administration. For the last 18 years John has served as the Science 30 Examination Manager at Alberta Education. For about 5 years of that time he has also consulted on curriculum, student assessment, school improvement and teacher training in various countries in the Middle East.</p> |
| Early Learning | <p>Ensuring Success in the Early Years: Quality Educational Programs for Young Learners</p> <p>This multimedia, hands-on/minds-on workshop provides an opportunity for you to immerse yourselves in the most current research related to the early years of children's learning. The research underscores the importance of and identifies specific characteristics of the most effective practices found in high quality early learning programs. This professional learning session is designed to provide you with background knowledge and practical advice about:</p> <ul style="list-style-type: none"> • Contemporary Early Learning theories and research • Play-based learning across a variety of settings • Evidence of learning in play-based environments • Communicating effectively with parents <p>You will be able to:</p> <ul style="list-style-type: none"> • Discern effective play-based environments | <p>Judy Martin has been with Galileo Educational Network since 2003. Her current role is as a mentor for educators in inquiry based teaching and integration of Information Communication Technologies. Her experiences as a teacher include kindergarten, elementary, middle school and high school. Judy has particular expertise in implementing inquiry across all core disciplines and integrating ICT to extend and enhance students' learning. She has presented her work at numerous national and international conferences.</p> |

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| | <ul style="list-style-type: none"> • Create play-based learning activities • Assess the learning within a play based activity • Document children’s learning in play based environments • Create a communication plan that outlines the significance of play in the early years | |
| <p>Grades 1-12 Fine Arts and Social Studies</p> | <p>I am a Citizen Through drama, personal reflection, writing and Aboriginal teachings, you will explore your personal context to democracy. This provides a solid foundation for connecting all social studies curriculum and a window into language arts curriculum. Learning Through the Arts Elder-in-residence Hazel Deranger will share how the Medicine Wheel in traditional First Nations culture is a teaching tool for everyone.</p> <p>In the afternoon, building on the shared cultural knowledge and using the Medicine Wheel as a graphic organizer for writing ideas, you will create fictional characters with depth and motivation. LTTA artist Educators Shelley MacDonald and Mar'ce Merrell will engage us all in exploring the characters through voice, movement and dialogue.</p> | <p>As a novelist and artist-educator, Mar’ce Merrell explores ideas, people and cultures. Her most recent novel, spring 2012, is Wicked Sweet. She is thrilled, as the LTTA Alberta Regional Manager, to work with the Fort McMurray community, school districts, artist-educators and Aboriginal leaders to establish a sustainable LTTA program in the Wood Buffalo Region.</p> <p>Shelley MacDonald is a performing artist, educator, and filmmaker from the Mi’kmaq Nation with a passion for arts-based projects with youth. This has led her to develop theatre and film projects for the Vancouver School board, Simon Fraser University and Youth Centres across Canada. Shelley’s film festival credits include submissions to Halifax and to the United Nations.</p> <p>Hazel Delanger is from the Piikani Blackfoot Confederacy in Southern Alberta. Her traditional name is Issapaakii which means Crow Woman. This is the name given to her by her Grandmother. She has spent her career working with Aboriginal People. She is the proud mother of 5 sons and the grandmother of 18 grandchildren. She has been married for 40 years to Freddy who is Dene and they live in Fort McMurray.</p> |
| <p>Grades 4-9 Fine Arts and core subjects</p> | <p>Digital Media in the Classroom: Cameras, You Tube and You Your students are using media all the time - video games, social media, You Tube and camera apps. It's worth your time to learn their media language. We've discovered that building media projects into instruction can lead to deeper student engagement with the curriculum. We can show you how we do it. As we explore the basics of digital video creation in this workshop we'll practice types of shots, storyboarding, shooting video and editing. Our objective – infusing media into curriculum. Along the way, we'll discuss how to help students deconstruct and critique the media that surrounds them. Join us to discover how making media can be simple, fun and worthwhile.</p> | <p>John Scully is the coordinator of the Learning Through the Arts New Media and the Youth Empowerment Programs. He trains teachers and artists across the country in the use of digital media to engage students in exploring the curriculum. He has worked as a media artist and educator for more than fifteen years.</p> |

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| <p>School and District Leaders, Learning Coaches</p> | <p>Structuring and Implementing an Effective Response to Intervention (RTI) Process This session will provide a comprehensive overview of the RTI structure. You will receive guidance in data-based decision making for RTI, including the type of data needed, using data to drive instruction, and using data to monitor process implementation. Scheduling options for providing time for RTI interventions will be discussed. In addition, guidance will be given for monitoring effectiveness of the process, including effective use of the leadership team and assuring fidelity of instruction and implementation. In this session, you will explore and see examples of academic and behavioral interventions appropriate for Tiers 1 and 2 of the RTI process.</p> | <p>Cara Shores has trained thousands of teachers and administrators at the local, state, and national levels in practical strategies for increasing achievement for all students. She began her career as a special education teacher and has had the opportunity to be a school administrator, Student Support Services Coordinator, and Director of Special Education. She is president of Wesley Educational Services and author of <i>Positive Outcomes: Utilizing Student Support Teams as a Tool for School Improvement</i>, <i>Response to Intervention: A Practical Guide for Every Teacher</i>, <i>Using Response to Intervention for School Improvement</i>, and <i>A Comprehensive Approach to RTI: Integrating Academic and Behavioural Supports</i> (in press). More information at www.carashores.com.</p> |
| <p>School and District Leaders, Learning Coaches</p> | <p>Effective Group Strategies for Leaders that Support Group Engagement Working in Learning Communities is not a new idea, but it is one that requires frequent reflection. Knowing how to structure effective processes and collaboration produces a team that balances participation, uses time efficiently and achieves its purpose. Whether you are a leader or a member of a group, you will leave the session with a variety of strategies designed to create and maintain effective practices that support group engagement.</p> | <p>An award winning teacher, Joni Turville brings energy and expertise to both her presentations and instructional practice. This includes her past work as a technology consultant, administrator, university instructor and teacher of many different grade levels and subjects, including special education. She has written numerous articles and books, focusing on effective instructional strategies, differentiated instruction and technology. She is currently serving as Executive Staff Officer, Professional Development for the Alberta Teachers' Association.</p> |