

# PROFESSIONAL LEARNING TEAM CONFERENCE

May 31, 2017

Belmont High School

## Conference Schedule

11:00-12:30	<p><b>Lunch</b> served in the BHS Cafeteria.</p> <p><b>Set-up</b> your discussion forum or presentation. Student volunteers are available to assist you.</p>
12:35-2:45	<p><b>Presentations and Discussions</b></p> <ul style="list-style-type: none"> <li>• Session 1, 12:35-1:00</li> <li>• Session 2, 1:10-1:35</li> <li>• Session 3, 1:45-2:10</li> <li>• Session 4, 2:20-2:45</li> </ul> <p><i>Please use the online registration system to select your sessions in advance of the conference.</i></p>
2:55-3:00	<p><b>Closing comments, BHS Library</b></p> <p><i>Conference evaluation survey will be sent via email Wednesday afternoon.</i></p>

<b>Location</b>	<b>Session 1 – Presentations 12:35-1:00</b>
Social Studies Hallway, Room 130	<p><b>Title: Communicating in a High School Math Class</b>  <b>Blurb:</b> Being able to solve a math problem is one thing. Being able to explain the work is just as important as an answer. We focused this year on helping students improve on communicating their mathematical understanding. Come see what we learned.  <b>Target Audience:</b> Math Teachers</p>
Social Studies Hallway, Room 131	<p><b>Title: Let's Talk About Numbers!</b>  <b>Blurb:</b> Want to learn about a short, effective, and engaging student-driven routine that builds strong number sense in our youngest learners? Come join us to hear more about subitizing, rekenreks, and the use of talk strategies to build student flexibility with numbers.  <b>Target Audience:</b> preK-2, special education teachers</p>
Social Studies Hallway, room 132	<p><b>Title: Using Google Forms to Help Inform Your Instruction</b>  <b>Blurb:</b> Do you want to learn more about Google forms? If so, join us as we examine the use of Google forms across grade levels and content. We will explain how to use the different types of forms available. Also, we will show you real class data so you can see how to use it in your classroom. Come and learn something new! It would be useful to bring a device where you can access your @belmontschools.net account to fully participate but it is not required.  <b>Target Audience:</b> Grades 3-12, all subjects</p>

Social Studies Hallway, room 133	<p><b>Title: Examining 8<sup>th</sup> Grade Life Science through the Lens of Gender Identity</b></p> <p><b>Blurb:</b> Join us to learn how we examined and updated the content of our 8th grade life science unit to incorporate biologically accurate vocabulary and implement inclusive practices around gender identification.</p> <p><b>Target Audience:</b> All educators</p>
Little Theater	<p><b>Title: So You Think You Can Dance 4!!</b></p> <p><b>Blurb:</b> The teachers will present a power point presentation on popular dances from the 1980's, 1990's and 2000's. This presentation will be followed by a short movie clip showing dances designed by Chenery students as part of their dance assessment. Lastly, audience members will have the opportunity to participate in a live demonstration of one of the dances that were taught.</p> <p><b>Target Audience:</b> All educators</p>
Room 146 (across from cafeteria)	<p><b>Title: Take Time to Play: How Effective are Distraction and Play in Helping Students Self-Regulate Their Emotions and Return to Class?</b></p> <p><b>Blurb:</b> BPS nurses have gathered age appropriate tools to assist children experiencing stress and anxiety. The tools have helped students self-regulate their emotions and return to class calm and in a timely manner. Come learn about the tools used and make one to take for use in your classroom.</p> <p><b>Target Audience:</b> All educators</p>
Social Studies Hallway, room 135	<p><b>Title: Meaningful Mentor Texts and Resources to Enhance Second Step Lessons</b></p> <p><b>Blurb:</b> Are you looking for ways to enhance your Second Step lessons? If you use Second Step in your classroom and are looking for ways to develop your students' social emotional awareness, we have created a list of mentor texts and activities in order to enhance the application of the curriculum.</p> <p><b>Target Audience:</b> Grades 1-2</p>
Social Studies Hallway, room 136	<p><b>Title: Transitioning from Preschool to Kindergarten: Part I Presentation of Challenges</b></p> <p><b>Blurb:</b> Our PLT devised two different surveys to collect perspectives about the transition process for preschool to kindergarten for students with and without IEPs. We analyzed the results and a devised a list of most common challenges and areas for potential change. We will present our findings and suggest next steps. <i><b>You are invited to stay in this room for the discussion that will take place during Session 2 on the same topic.</b></i></p> <p><b>Target Audience:</b> Elementary Principals, Elementary Special Educators, Classroom Aides, K teachers, Special Education Administrators, Preschool Teachers</p>

<b>Location</b>	<b>Session 1 – Discussions 12:35-1:00</b>
English Hallway, room 101	<p><b>Title: Data for the Grad-a – Part Deux</b></p> <p><b>Blurb:</b> Come to examine recent BHS alumni feedback regarding their experiences in social-emotional learning, academic preparedness and college life. Be a part of a larger discussion and recommendation process for the future of Belmont High School.</p> <p><b>Target Audience:</b> High School Staff + Administration</p>
English Hallway, room 102	<p><b>Title: Breaking Down Barriers Between Classrooms</b></p> <p><b>Blurb:</b> How do we become a more cohesive faculty? This PLT explored informal observation as a way of connecting us better to each other! Teaching can be a very solitary profession. Having a group of classes that you could visit every once in a while will help support your own professional growth and that of your colleagues. Admittedly, opening our doors to each other is the ultimate act of trust. The purpose of our forum is to explore how we can continue building community among staff in a large building through informal visits to each other's classrooms.</p> <p><b>Target Audience:</b> Chenery Middle School Teachers</p>

English Hallway, room 103	<p><b>Title: Changing Earth? Changing Standards!</b></p> <p><b>Blurb:</b> Aaaa! Our science standards changed! What do we do now? Our PLT focused on increasing our subject matter knowledge of geology and the forces that change the Earth over time. To reflect the new science standards and practices, we reviewed the new Changing Earth Science Unit, implemented the lessons in our classrooms, reflected on successes/challenges, and collaboratively revised the unit. Come join our discussion on the 4th Grade Changing Earth Unit!</p> <p><b>Target Audience:</b> grades 3-5</p>
English Hallway, room 104	<p><b>Title: The Ripple Effect: A Team Approach to Making Growth Mindset Meaningful to Students</b></p> <p><b>Blurb:</b> We learned and implemented strategies, lessons, and consistent language related to growth mindset, in order to increase students' perseverance with challenging tasks and their understanding of the components of effective effort (time, focus, resourcefulness, use of feedback, and persistence). Throughout this process, we focused our efforts on developing strategies and teaching techniques for shared students. We discovered the positive impact on students when we used consistent language and tools across settings.</p> <p><b>Target Audience:</b> Special Education Staff, Reading Specialists, Specialists</p>
English Hallway, room 105	<p><b>Title: Curriculum Under Construction</b></p> <p><b>Blurb:</b> As our ELL population continues to grow our ELE program has found a need for a more sequential, cohesive, and consistent Elementary curriculum. Our team has worked to identify language skills that have been addressed in ELE at each grade level and are now challenged with the task of turning it into a working scope and sequence document. Come share with us your experiences and thoughts surrounding curriculum development.</p> <p><b>Target Audience:</b> All educators</p>
English Hallway, room 106	<p><b>Title: Fostering Resilience -- It May Not Be What You Think!</b></p> <p><b>Blurb:</b> When you think of resilience, do you think of pulling yourself up by your bootstraps or wearing the badge of busy? Come to this workshop to learn what it really is and how you can help yourself and your students develop the skills and attitudes to be resilient.</p> <p><b>Target Audience:</b> All educators, preK-12</p>
English Hallway, room 107	<p><b>Title: Continuing to Explore Daily 5 in Kindergarten and First Grade Classrooms</b></p> <p><b>Blurb:</b> Come see what all five choices of the Daily 5 looks like in a typical kindergarten and first grade setting! Take part in a valuable and informative discussion about how to collaborate and sustain implementation across grade levels.</p> <p><b>Target Audience:</b> K-4 teachers</p>
English Hallway, room 108	<p><b>Title: Strengthening Social Studies Skills</b></p> <p><b>Blurb:</b> With the increasing demand for students to apply historical thinking skills through analytical writing, our PLT wanted to develop mini-lessons to help students build and practice these skills. In our discussion session, we will share the strategies we created and implemented through the year and hope to hear how other educators currently support the development of similar skills. It may be beneficial to come with grade-level/similar subject colleagues because we will provide time at the end of the discussion for planning ways to incorporate the ideas shared.</p> <p><b>Target Audience:</b> Middle and High School Humanities</p>

<b>Location</b>	<p><b>Session 2 - Presentations</b></p> <p><b>1:10-1:35</b></p>
Social Studies Hallway, room 130	<p><b>Title: There's No i in Team: Promoting Effective Collaboration in the Math Classroom</b></p> <p><b>Blurb:</b> It's more important than ever that our students be able to work together effectively and share ideas. Come hear more about our experiences promoting collaboration in the math classroom and the activities we developed. We're willing to collaborate and share, too!</p> <p><b>Target Audience:</b> Middle school and high school math teachers or teachers who want to promote collaboration</p>

Social Studies Hallway, room 131	<p><b>Title: Perspective-taking in history</b></p> <p><b>Blurb:</b> How do we know what "truly" happened in history? At this presentation, we will demonstrate different ways to incorporate perspective-taking into lessons and generate discussion regarding best practices to engage students in the complexity of historical thinking.</p> <p><b>Target Audience:</b> Humanities Teachers</p>
Social Studies Hallway, room 132	<p><b>Title: Fostering Positive Social Interactions Among Students</b></p> <p><b>Blurb:</b> Do you need ideas on how to foster positive social interaction among your students? We have developed three lesson plans based on SEL picture books that can be used in the classroom. We have also developed resources for fun and engaging games to use with large groups of students during recess. Come and hear all about it!</p> <p><b>Target Audience:</b> PreK-4</p>
Social Studies Hallway, room 133	<p><b>Title: Mindfulness in Music Education</b></p> <p><b>Blurb:</b> This cumulating presentation will present, discuss and demonstrate some of the most current thinking and practice on implementing mindful and meditative practice into one on one situations, general education music classroom pedagogy and large scale ensembles throughout K-12 music education settings. Though experienced primarily through the lens of music instruction the content of this presentation can be of use and of interest to any educator K-12.</p> <p><b>Target Audience:</b> All educators</p>
Social Studies Hallway, room 134	<p><b>Title: The New Grade Three Science Standards: Weather You Like It Or Not</b></p> <p><b>Blurb:</b> Our PLT focused on implementing and reflecting upon the new third grade science unit Weather, Water, and Climate. During our presentation, we will share aspects of the lessons that we liked and disliked. In addition, we will share ideas and activities that we hope to implement in the future.</p> <p><b>Target Audience:</b> Third Grade Teachers/Aides, Science Coordinators</p>
Social Studies Hallway, room 135	<p><b>Title: A Schedule for All: A Model for the Future</b></p> <p><b>Blurb:</b> We have spent the past year reviewing findings from last year's PLT on MS scheduling and have compiled teacher feedback. After consulting with the CMS Administration, we have developed with a model to potentially pilot some new initiatives.</p> <p><b>Target Audience:</b> Chenery Middle School Teachers</p>
Social Studies Hallway, room 137	<p><b>Title: Analyzing and Evaluating Guidance-Based Curricula at the Middle School Level</b></p> <p><b>Blurb:</b> A presentation and discussion on guidance based curriculums at the middle school level and recommendations and ideas on how to better implement into the schedule.</p> <p><b>Target Audience:</b> Chenery Middle School Teachers</p>
Social Studies Hallway, room 138	<p><b>Title: Helping Students Assess Their Understanding of Content</b></p> <p><b>Blurb:</b> We provided online reading quizzes to hold honors and AP students accountable for their reading and self-assess their note-taking abilities and understanding of written content.</p> <p><b>Target Audience:</b> High School Teachers</p>

<b>Location</b>	<p><b>Session 2 - Discussions</b></p> <p><b>1:10-1:35</b></p>
Social Studies Hallway, room 136	<p><b>Title: Transitioning from Preschool to Kindergarten: Part II Discussion</b></p> <p><b>Blurb:</b> Our PLT devised two different surveys to collect perspectives about the transition process for preschool to kindergarten for students with and without IEPS. We analyzed the results and a devised a list of most common challenges and areas for potential change. We will present our findings and suggest next steps. A presentation will be followed by a discussion.</p> <p><b><i>Part I was a presentation on this topic in Session 1 (in the same room); you are invited to attend the discussion on this topic whether or not you attended the presentation.</i></b></p> <p><b>Target Audience:</b> Elementary Principals, Elementary Special Educators, Classroom Aides, K teachers, Special Education Administrators, Preschool Teachers</p>

English Hallway, room 101	<p><b>Title: Engaging Students: Teaching with Passion, Purpose, and Promise</b></p> <p><b>Blurb:</b> How do we inspire and engage students so that they perform their best and we teach our best? We will discuss taking risks, having vision, and being well prepared to meet our students when they walk in the door. Though we are a group of music teachers, this is open to all. We hope to spark conversations amongst all subjects and grade levels.</p> <p><b>Target Audience:</b> All Educators</p>
Library	<p><b>Title: Strategies for Bridging Achievement Gaps</b></p> <p><b>Blurb:</b> Come hear what some middle and high school teachers have tried this year to support students to reach the next level of success in their classes through relationship building, goal setting, and targeted interventions. We will include case studies of soaring successes and heartbreaking failures. Can you relate? We will then turn to you to discuss our big questions about student motivation and effective strategies. Hopefully we will all leave with a bigger tool kit to connect with and help all students reach their highest potential.</p> <p><b><i>This discussion is the combined work of two PLTs and will take place during Sessions 2 and 3.</i></b></p> <p><b>Target Audience:</b> Grades 5-12</p>
English Hallway, room 102	<p><b>Title: Word Up!</b></p> <p><b>Blurb:</b> Examine the impact of explicit language based instruction in Learning Center. Through the use of identified grade level text, targeted vocabulary is identified and analyzed, and reading material is deconstructed. Specific areas of focus include: decoding, language composition, making inferences and predictions, and character analysis.</p> <p><b>Target Audience:</b> Secondary teachers of language based classes/Special Educators/Specialists</p>
English Hallway, room 103	<p><b>Title: SEL: Promoting Fairness, Equity, and Deescalating Conflicts</b></p> <p><b>Blurb:</b> Come hear about the strategies our team employed in order to develop stronger connections with students and support their SEL needs around fairness, equity, and deescalating conflicts.</p> <p><b>Target Audience:</b> Middle school; teachers who are part of a team model</p>
English Hallway, room 104	<p><b>Title: 1:1 Aide Protocol</b></p> <p><b>Blurb:</b> This session will devote time to securing feedback to the protocol for requesting and assessing the need for a 1:1 aide. The goal is to hear from current stakeholders and current users of the protocol, via focus group prompts, as to the protocol's efficiency and effectiveness.</p> <p><b>Target Audience:</b> Teachers &amp; administrators who have used the protocol to request 1:1 aides</p>
English Hallway, room 105	<p><b>Title: "How valuable is homework?" Examining our practices.</b></p> <p><b>Blurb:</b> Join us for a discussion about the overall value of homework and how we approach it. Homework is part of our students' daily lives, affecting their social-emotional well-being both in school and out of school. How much homework is assigned each night? What kinds of assignments "work" for them? Is homework useful? We will share what we have learned about homework from reading "Rethinking Homework", examining student survey data, and discussing our own practices with each other. We hope to provide an engaging conversation and space for you to examine your own practices. All levels welcome!</p> <p><b>Target Audience:</b> Anyone who assigns homework</p>
English Hallway, room 106	<p><b>Title: Stepping Up Second Step</b></p> <p><b>Blurb:</b> Join our discussion about enhancing Second Step lessons and using literature to increase student engagement and use of SEL skills!</p> <p><b>Target Audience:</b> 2nd grade; anyone interested who teaches Second Step</p>
English Hallway, room 107	<p><b>Title: Organize Your Team: An Electronic System to Track 118 Students</b></p> <p><b>Blurb:</b> This is year two of our PLT. Our sixth grade team has designed an implemented a system of electronic folders, behavior plans, meeting notes and student work. It helps us to not let any student (118 of them!) fall through the cracks. It helps us communicate effectively/efficiently within and outside the team.</p> <p><b>Target Audience:</b> middle school and high school teachers</p>

<b>Location</b>	<b>Session 3 - Presentations 1:45-2:10</b>
Social Studies Hallway, room 130	<p><b>Title: What Would You Do? Approaching Difficult Conversations on Diversity in the Classroom</b>  <b>Blurb:</b> What are the barriers to having difficult conversations about diversity in the classroom? How can we overcome them? Join us for answers to these questions as we practice strategies for approaching difficult conversations in scenarios based on real life BHS student experiences.  <b>Target Audience:</b> Middle and High School Teachers</p>
Social Studies Hallway, room 131	<p><b>Title: Google IT</b>  <b>Blurb:</b> Want to integrate technology in your classroom, but don't know where to start? Google Classroom is your answer. Assignments, videos, links, and information are at your students' fingertips and you can set it all up with just a few clicks. Come join us for a presentation that will guide you through the features of Google Classroom.  Note: All samples will be from third grade classrooms.  <b>Target Audience:</b> All staff interested in Google Classroom (Best suited for upper elementary staff)</p>
Social Studies Hallway, room 132	<p><b>Title: As the Workshop Turns: Differentiating the Days of Our Lives</b>  <b>Blurb:</b> The Readers Workshop model strives to give “young people extraordinary power, not only as readers, but also as thinkers. When young people are explicitly taught the skills and strategies of proficient reading and are invited to live as richly literate people do, carrying books everywhere, bringing reading into every nook and corner of their lives, the results are dramatic.”  Lucy Calkins  During this session you will hear about the journey of several teachers embracing the Calkins’ Readers’ Workshop model through the 2016-2017 school year. They will share their successes, challenges, and next steps moving forward. Join this session and leave with knowledge of the workshop model, ideas, and resources to get started!  <b>Target Audience:</b> K-4 Teachers , Elementary Reading Specialists, Elementary Special Educators</p>
Social Studies Hallway, room 133	<p><b>Title: Having a Growth Mindset About SEL in 4th Grade</b>  <b>Blurb:</b> 4th grade teachers, are you feeling excited yet overwhelmed with all the new SEL initiatives? Between 2nd step and growth mindset, how can we fit it all in? We have examined literature and other engaging resources on growth mindset. Join us to find out our plan for merging growth mindset with 2nd Step lessons to create a social and emotionally aware classroom community.  <b>Target Audience:</b> 4th Grade and anyone who teaches Second Step</p>
Social Studies Hallway, room 134	<p><b>Title: Moving Mindfully &amp; Pursuing the Outdoors</b>  <b>Blurb:</b> Are you wondering what the new BHS PE courses, Mindful Movement &amp; Outdoor Pursuits, are all about? Come experience new ways to assess students in non traditional PE classes. There might even be a chance to learn ways that even you could pursue the outdoors or move more mindfully.  <b>Target Audience:</b> All Educators</p>
Social Studies Hallway, room 135	<p><b>Title: Connecting Curriculum through Discussion Based Units</b>  <b>Blurb:</b> Have you heard about curriculum outside of your classroom that inspires you? Are you interested in finding discussion formats that already exists that you can adapt to your own curriculum? Come hear about how the art teachers at Chenery are creating a discussion based unit about art and WWII using a format inspired by 7th grade Social Studies and 8th grade ELA.  <b>Target Audience:</b> 5th through 12th all educators</p>

Social Studies Hallway, room 136	<p><b>Title: Economics - Trade Simulation</b></p> <p><b>Blurb:</b> The IES (International Economic Summit) curriculum was integrated into the honors economics curriculum. The curriculum builds up to a fully interactive world trade simulations where students have to balance supply and demand of imports and exports amongst myriad regulations and tariffs.</p> <p><b>Target Audience:</b> Any teacher who is interested in running simulations, interested in global studies and/or economics.</p>
Social Studies Hallway, room 137	<p><b>Title: Civil Discourse in the Humanities</b></p> <p><b>Blurb:</b> As humanities teachers, part of our job is to teach students to speak and listen effectively. For middle schoolers, developing these skills is often challenging. Over the course of the year, we developed a series of lessons to teach student civil discourse skills.</p> <p><b>Target Audience:</b> Middle and High School Humanities teachers</p>

Location	Session 3 - Discussions 1:45-2:10
Library	<p><b>Title: Strategies for Bridging Achievement Gaps</b></p> <p><b>Blurb:</b> Come hear what some middle and high school teachers have tried this year to support students to reach the next level of success in their classes through relationship building, goal setting, and targeted interventions. We will include case studies of soaring successes and heartbreaking failures. Can you relate? We will then turn to you to discuss our big questions about student motivation and effective strategies. Hopefully we will all leave with a bigger tool kit to connect with and help all students reach their highest potential.</p> <p><b><i>This discussion is the combined work of two PLTs and will take place during Sessions 2 and 3.</i></b></p> <p><b>Target Audience:</b> Grades 5-12</p>
English Hallway, room 101	<p><b>Title: Facilitating Courageous Conversations</b></p> <p><b>Blurb:</b> “That’s savage!” “My homework looks so ghetto.” “You are such a racist.” “That’s so gay.” Have you ever heard these phrases in the hallway or in your classroom? What do you do? Are you silent? Do you pretend not to hear? Do you jump in and deal? Do you use instructional time to address the issue? Come share and discuss ideas around facilitating courageous conversations in the school community.</p> <p><b>Target Audience:</b> All Educators</p>
English Hallway, room 102	<p><b>Title: Using Common Writing Rubrics to Streamline and Calibrate Grading Practices</b></p> <p><b>Blurb:</b> Are you overwhelmed by the idea of how to effectively grade writing? Are student papers bleeding red? Do you wish that teachers across subjects and grade levels could use one rubric? Wonder where to start? Participate in our discussion about the benefits of using a common rubric to provide consistent and efficient feedback.</p> <p><b>Target Audience:</b> All Educators</p>
English Hallway, room 103	<p><b>Title: Anxiety in the Classroom</b></p> <p><b>Blurb:</b> The increased rate of stress and trauma to students, which includes global terrorism and violence, divorce, extensive technology use, media overload, bullying and diversity issues, and learning differences has produced a generation of students struggling to manage their anxiety. The challenge for us, working in schools is to recognize the increasing anxiety level in students and help them cope.</p> <p><b>Target Audience:</b> Middle and High School teachers, however all staff could find it useful.</p>
English Hallway, room 104	<p><b>Title: Wellington New Family Engagement</b></p> <p><b>Blurb:</b> In order to increase students’ positive feelings about school, we created and implemented processes to increase engagement and accessibility for families who were new to Wellington this year. Come discuss ways to help new families transition into the Belmont school community.</p> <p><b>Target Audience:</b> All Educators</p>

English Hallway, room 105	<p><b>Title: Rethinking the English Senior Thesis</b></p> <p><b>Blurb:</b> We'll discuss our vision and we welcome your feedback about how to overcome the obstacles we have encountered.</p> <p><b>Target Audience:</b> all educators: visionaries and risk-takers</p>
English Hallway, room 106	<p><b>Title: More Communication, More Success?</b></p> <p><b>Blurb:</b> We are a team of 4 teachers who share students and made a concerted effort to engage families who may have had a difficult time building a home-school connection. We focused on families living in Boston, families of color, ELL families, and low-income families, in order to create a better home school connection. We also developed a system to share information relating to these students across the team. We will be discussing the result of our PLT and seeking suggestions to improve for the future.</p> <p><b>Target Audience:</b> Middle School Teachers</p>
English Hallway, room 107	<p><b>Title: enVision-ing Student-Centered Math</b></p> <p><b>Blurb:</b> Are you looking for ways to make math more hands-on and student centered? We have found that supplementing the enVision curriculum with a variety of games, activities and centers leads to a deeper understanding of the mathematical standards as well as an increase in engagement and number sense. We know that children learn by doing, so come join us to hear about and play some of the new games and activities we have been using in our classrooms!</p> <p><b>Target Audience:</b> Pre-K and K Teachers</p>
English Hallway, room 108	<p><b>Title: Authentic resources in the Foreign Language Classroom</b></p> <p><b>Blurb:</b> Our PLT has looked at ways to integrate authentic resources (documents created by target language speakers for target language speakers) in the foreign language classroom. This has included activities and assessments primarily in the interpretive mode: reading, listening, viewing and showing understanding. We hope to exchange ideas with other language teachers on this topic, which we have found to be very motivating for students and teachers alike.</p> <p><b>Target Audience:</b> Foreign language / ESL teachers</p>

<b>Location</b>	<p><b>Session 4 - Presentations</b></p> <p><b>2:20-2:45</b></p>
Small Gym	<p><b>Title: 4th Grade Overhand Throwing Evaluation</b></p> <p><b>Blurb:</b> How to design and pilot an overhand throwing common assessment tool. Our focus group was fourth grade where we pre- and post-test assessed overhand throwing skills. We then used data to determine changes in student skill level.</p> <p><b>Target Audience:</b> Physical Educators</p>
Social Studies Hallway, room 131	<p><b>Title: What might RTI look like at Chenery Middle School?</b></p> <p><b>Blurb:</b> RTI at the elementary level is well-established at many schools throughout the nation. However, as students rise to middle school fewer schools have RTI programs that are as robust as their elementary counterparts. Why is this? What are the elements of RTI at the middle level? Most importantly to us here in Belmont, what might RTI look like at Chenery Middle School?</p> <p><b>Target Audience:</b> Middle level teachers</p>
Social Studies Hallway, room 132	<p><b>Title: Social Emotional Learning in Grade Two</b></p> <p><b>Blurb:</b> This year, the Winn Brook second grade teachers extended Social Emotional Learning. Come learn about the way we created and organized lessons to support "Value of the Month" learning. Lessons, literature, writing prompts, and activities were integrated throughout each month to enhance our students' social understanding and responsibility.</p> <p><b>Target Audience:</b> Grades 1-3</p>



Social Studies Hallway, room 133	<p><b>Title: WIDA People! Preparing ELLs for MCAS</b></p> <p><b>Blurb:</b> Are your ELL students prepared for MCAS? Do you need strategies for modifying content to reach your ELLs? We will present modified ELA test prep materials for ELLs of all levels and provide an opportunity to discuss your thoughts, questions, and concerns about how to implement these strategies in all subject areas.</p> <p><b>Target Audience:</b> Secondary MCAS Subject and Resource Teachers</p>
Social Studies Hallway, room 134	<p><b>Title: Can Character be Created in a Lab?</b></p> <p><b>Blurb:</b> Join an interactive presentation that examines Character Lab resources that will allow you to instill essential character traits. Grit, perseverance, attitude, curiosity, gratitude, growth mindset, optimism, self-control, purpose, zest, and social intelligence have a significant impact on student academic, vocational, and social emotional development. Come and learn how to teach your students to visualize and plan for success!</p> <p><b>Target Audience:</b> Middle &amp; high school level educators who are interested in teaching character education strategies</p>
Social Studies Hallway, room 135	<p><b>Title: "Hey! How'd you make that?"</b></p> <p><b>Blurb:</b> Where do artists begin when creating new work? The K-12 visual art PLT turned its focus to the process of art making by building on the creativity research we conducted in our first year. Come see the artwork we have created and learn about the collaboration and inspiration we discovered. Finally, share in the excitement of the potential integration of the work into the existing art curricula!</p> <p><b>Target Audience:</b> All Educators</p>
Social Studies Hallway, room 136	<p><b>Title: Promoting Self-Awareness and Self-Management in the Foreign Language Classroom</b></p> <p><b>Blurb:</b> Come check out student-tested SEL activities that motivate students and support their engagement. These activities can be adapted to any language and used in any class.</p> <p><b>Target Audience:</b> BHS and CMS Foreign Language teachers and others interested in SEL activities.</p>
Auditorium	<p><b>Title: Being Black in Belmont</b></p> <p><b>Blurb:</b> Our PLT has worked closely with a large group of Black / African-American students at Belmont High School to learn more about what it's like to be Black in Belmont. In this presentation, you will see and hear directly from students about their experiences, insights, and recommendations to ensure that all of our students feel welcomed, valued, and supported. Working with these students has had a profound and personal impact on each of us, and we look forward to sharing this deeply moving experience with you.</p> <p><b>Target Audience:</b> All Belmont Educators</p>

<b>Location</b>	<p><b>Session 4 - Discussions</b></p> <p><b>2:20-2:45</b></p>
English Hallway, room 102	<p><b>Title: Exploring CAFE-Engaging All Students in Daily Literary Assessment and Instruction (Comprehension, Accuracy, Fluency, and Expanding Vocabulary)</b></p> <p><b>Blurb:</b> Our PLT explored the principles of the CAFE book. We looked at each of the 4 topics and collaborated on creating and teaching 2-3 mini lessons per topic. We also created a list of modifications to use with barometer children. In our discussion forum we will share the lessons we created and discuss the outcomes we found after teaching them!</p> <p><b>Target Audience:</b> K-2 Teachers</p>

English Hallway, room 103	<p><b>Title: Collegiality vs. Collaboration</b></p> <p><b>Blurb:</b> Join our brainstorming session as we try to define collaboration and collegiality among the high school faculty and staff. Review data from our faculty and staff survey and voice your suggestions for how to use collegiality to improve collaboration at BHS.</p> <p><b>Target Audience:</b> High School Educators</p>
English Hallway, room 104	<p><b>Title: Deeper Explorations with Growth Mindset, Mindfulness and Inclusive Schooling</b></p> <p><b>Blurb:</b> This year at Butler our staff has worked in collaborative learning groups across grades to broaden our knowledge of Growth Mindset, Mindfulness and Inclusive Schooling. Come join our conversation about how these topic areas influence your practice with students.</p> <p><b>Target Audience:</b> All are welcome!</p>
English Hallway, room 105	<p><b>Title: Strategies for Effective Professional Collaboration</b></p> <p><b>Blurb:</b> Have you ever created a unit with colleagues who have different teaching styles? Have you ever had to create a new unit about a topic you know nothing about? Come hear what we did and share your experiences - challenges, successes and suggestions.</p> <p><b>Target Audience:</b> middle school teachers and anyone who collaborates with colleagues about shared curriculum</p>
English Hallway, room 106	<p><b>Title: Empowering Students to Persevere</b></p> <p><b>Blurb:</b> We will explore practices to help students persevere through academic challenges. These practices are taken from the book, <i>The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve</i>, Annie Brock &amp; Heather Hundley.</p> <p><b>Target Audience:</b> All Educators</p>
English Hallway, room 107	<p><b>Title: Instructional Rounds</b></p> <p><b>Blurb:</b> The K-4 Burbank teachers are finishing up their second year in their two year PLT endeavor implementing small group instruction in the content areas. Small groups are up and running in both ELA and Math and the focus for our second year was to improve instruction through collaboration, implementation, analysis and reflection. We used Lesson Study to guide our PLT. We found that collaboration is vital to improving instruction and that self-reflection is important when analyzing students' response to content lesson plans.</p> <p><b>Target Audience:</b> K-4 teachers, reading specialists and resource teachers</p>
English Hallway, room 108	<p><b>Title: Interactive Science Notebooks for the Elementary Classroom</b></p> <p><b>Blurb:</b> Our PLT implemented the use of interactive science notebooks and explored various strategies to help students learn. We shared our materials and experiences with one another, analyzed data, and reflected on the results. We look forward to continuing our discussion with other teachers.</p> <p><b>Target Audience:</b> Upper elementary</p>