

## Using Math Literature To Support Fraction Instruction

*Anne Barbour, Teacher*

Come see how I make fractions magical through literature! Let me show you some of my literature based experiences to engage students in fractions across the curriculum! [\(Day 1\)](#)

## Music and Children's Literature: Complementary Domains

*Audrey Cardany, Music Educator, Associate Professor URI*

Teach music through language and teach language through music. The complementary nature of these domains make it a rich learning experience for children. During this session we'll explore two units for upper elementary and middle school students, grade levels that, we sometimes feel challenged to connect the two domains. [\(Day 1\)](#)

## You Want to be an Effective Teacher? Take an Acting Class!

*Barbara-Jean Mancini, School Guidance Counselor*

Teachers have the capacity to engage students, challenging them to grow or teachers can quickly extinguish a passion by their verbal or physical reactions to students. When teachers learn some basic acting techniques and embrace general philosophies of learning, students are more willing to persevere through difficult tasks, accept constructive criticism and enjoy the course of learning. This session will briefly discuss acting and then move quickly to practical application of acting in the classroom for all grade levels. Case scenarios will be presented and practiced. [\(Day 2\)](#)



## How AskRI informed are you? Finding Helpful Resources to Boost Student Media Literacy Skills

*Beatrice Pulliam, Librarian and Coordinator for AskRI.org & John Bent*

This will be a fun, interactive session where we test participants' AskRI as we introduce scenarios representing research queries that can be directed to AskRI resources and other AskRI recommended resources we will highlight on the redesigned AskRI.org (launching this Spring). Our session will showcase select AskRI resources useful for teachers engaging students on media literacy, civics and related issues. AskRI.org is the online portal for all services of the Statewide Reference Resource Center at Providence Public Library. This program provides quality reference resources to all residents of Rhode Island. [\(Day 1\)](#)

## Understanding Dyslexia

*Betsy Aho, Teacher*

In this session one will learn the truths and myths of dyslexia. Dyslexia affects students in all subjects, not just reading and writing. This session will demonstrate what to look for in your students at all ages and will provide practice "diagnosing" students with dyslexia through case studies. The second half will focus on the best services for students with dyslexia in and out of the regular classroom. Time at the end will be provided to peruse some materials that can be used. [\(Day 2\)](#)

## Founding a Museum of Science and Art: Kindling Curiosity and Encouraging Experimentation

*Bonnie Epstein, Acting Executive Director of Rhode Island Museum of Science and Art*

The Rhode Island Museum of Science and Art (RIMOSA) was founded almost a decade ago; a STEAM organization before STEAM was a thing. We will describe RIMOSA's evolution from pop-up to physical space, and how we realized our vision to support the traits both artists and scientists share; observation, experimentation, communication and curiosity. Participants will learn, as our visitors do, through a hands-on, open-ended experience. [\(Day 2\)](#)



## Real World Literature Circles

*Brittany Richer Ahnrud, Teacher*

Across grade levels, it is important that students are “reading the world and reading the word” (Freire and Macedo, 1987). Literature Circles (Daniels, 2002) are one way to cooperatively engage students in “reading the word,” so when the traditional role choices are revised to real-world perspectives like a social worker or journalist, students practice “reading the world” as well. In this session, participants will learn about the roles, experience the roles, and think about how this practice can be applied to their own contexts. [\(Day 2\)](#)

## Making Waves with STEAM How to Incorporate Blended Learning into the Art Classroom

*Carolyn Dooley, Art Educator*

Are you struggling to incorporate Blended Learning into your Visual Art classroom? Are you are trying to bring your tech to the next level? Regardless of your tech experience, learn how to engage your students in the art studio using tech as tool--not a focus. [\(Day 2\)](#)

## Improve Reading by Teaching General Academic Vocabulary in a Systematic Way!

*Cherae Clark, Instructional Coach*

In this 90 minute session, participants will understand why teaching vocabulary helps students to comprehend more challenging texts. Participants will understand the different categories of words, how to choose which words to teach, and a systematic way to implement vocabulary instruction into their literacy program. Teachers may bring a few texts from their classroom to have a go at writing a week's vocabulary lesson plan using a new template. [\(Day 1\)](#)



## The Integration of Steps to Understanding Mathematics (SUM) into an existing RtI Reading System

*Dr. Patricia Gablinske, Administrator @ Central Elementary in Lincoln & Chris Castillero, Mathematics Specialists, RIDE*

The implementation of a diagnostic that actually provides information on mathematics deficiencies can be challenging. This session will provide a brief description of the Steps to Understanding Mathematics (SUM) diagnostic as well as lessons learned about the implementation of SUM into an existing system of RtI at Central Lincoln Elementary that was already efficient in identifying and monitoring areas of need in reading. Spoiler alert, it is not that easy, turns out we can get at the heart of the mathematical issues and provide the right interventions, monitoring and goals as long as we ask the right questions and provide the right evidence. Central identified Math RtI as a point of weakness and needed to be intentional about how they dealt with mathematics gaps. SUM was their answer and by the end of this session, you will learn about the journey Central went on in order to create a successful mathematics RtI system. [\(Day 1\)](#)

## Mindfulness in Education

*CJ Meehan, Preschool Co-Teacher/Teacher Assistant*

Participants will participate in formal mindfulness at the start and end of the program, and, if time allows, will also make their own mind jars. I will present what Mindfulness is, the research on how it benefits practitioners, the research on the benefits of mindfulness in education, as well as snippets from my own curriculum. The participants will leave with a recipe for mind jars, a list of literature that supports mindfulness, and a brochure that provides a snapshot of my program. They will also be able to look at and explore many of the mindfulness texts and materials that I will talk about. [\(Day 1\)](#)

## Mirrors & Windows: Students' Rights, Teachers' Responsibilities

*CJ Meehan, Preschool Co-Teacher/Teacher Assistant*

The presentation concerns creating safe spaces for LGBTQ+ youth and their families through an inclusive literacy program. Students have the RIGHT and Teachers have the RESPONSIBILITY to create curricula and spaces that are mirrors and windows for ALL people. While the literacy program materials that I use are appropriate Preschool-Grade 2, the fundamentals of my message can be transferred to all grade levels. [\(Day 1\)](#)

## **Mindful Moments: Finding Peace in the Classroom**

*CJ Meehan, Preschool Co-Teacher/Teacher Assistant*

Mindful Moments: Finding Peace in the Classroom - This will be a 90 minute workshop in which the fundamentals of mindfulness are explored and its usage in the classroom is presented both with research-based support and anecdotal accounts. Mindfulness exercises will be conducted at the start and end of the program to help participants see the real-life effects and applications within the classroom. All participants will also make a mind-jar and leave with resources for applying mindfulness into their daily curriculum; a packet with literacy, activities, websites, and more. [\(Day 2\)](#)

## **Mirrors & Windows: Creating Safe Spaces for LGBTQ+ Students Through Literacy**

*CJ Meehan, Preschool Co-Teacher/Teacher Assistant*

Mirrors & Windows will explore our responsibilities as educators to create safe spaces for all our LGBTQ+ students and their families. That students have a fundamental right to be reflected in the curriculum, provides the basic premise for creating a literacy program that serves as both a window and a mirror for students in the classroom. Students must be able to see themselves in the literature, and catch a glimpse of those different from them. From the very earliest years, Preschool, we must support students because of research that shows detrimental effects if we do not; especially with LGBTQ+ populations. Teachers will get to explore various texts, break out into small groups to explore and share their findings on certain texts, and to leave with a packet of resources; websites, text lists, etc. [\(Day 2\)](#)

## **Hanging Out and Messing Around: Lessons from Connected Learning in Out-of-School Time Programs**

*Danielle Margarida, Librarian*

In this interactive presentation, participants will explore the 6 principles of Connected Learning as it relates to educational and career opportunities and examine how the CL framework is being used for out-of-school time learning in public libraries throughout the state. Learn how elements of CL programming in public libraries have implications for the classroom and discover opportunities for collaborating to support students in pursuing interest driven pathways. [\(Day 2\)](#)

## **Making for Your Space**

*Darshell Silva, Librarian*

Participants will see a short presentation regarding Maker Education followed by a question & answer session then they will be able interact with a variety of maker technology and/ or try out a variety of maker activities. Technology examples: Makey Makey, Hyperduino, Bloxels, 3D printer, Kano, and more - Activity examples- paper circuits, led projects, steam challenges, tinkercad, code.org, and more. [\(Day 2\)](#)

## **Looking for that “Magic Bullet”?**

*David Frongillo, Teacher*

Imagine, no longer worrying about: -- 1) time-consuming and stressful parental phone calls -- 2) the health of your school culture -- 3) teacher retention -- 4) all people in your building (students, teachers and staff members) being heard and respected.

Interested in a research-based, time-tested, plug & play solution that gives teachers more time to teach, WITHOUT: -- 1) extending the school day -- 2) ADDING any COST to your already stretched budget -- 3) deducting time from homeroom / lunch period or prep time -- 4) eliminating - music / art / gym or other student elected activity periods.

RESULTS: Suspension rates and failures are DOWN --- Academic performance and attendance are UP!

This is NOT magic, but the results are almost magical! [\(Day 1\)](#)

## **One and Done ...Now Teaching is FUN!**

*David Frongillo, Teacher*

As you know, 20% of your students take up 80% of your time. All too often, the majority of that 80%-time slot is spent on either disruptive classroom behavior or off-task student issues, robbing both you and your students of valuable and precious teaching time. Learn a research-based, time-tested and proven philosophy that has you, speaking to your troublesome student(s) just once and, it ends there. It can happen, and it does. [\(Day 2\)](#)

## **PBS LearningMedia: A Blended Approach to STEM**

*Deb Ramm, Instructional Tech Coordinator & Jon Rubin, Director of Education Services, Rhode Island PBS*

This session will begin with a brief overview of PBS LearningMedia and its tools, including lesson maker, storyboard, quiz maker, and puzzle builder. Participants will create an account and explore PBS LearningMedia with a focus on STEM resources on their self-selected paths: grade span task searches, storyboard creations, or exploration of Cyberchase and STEM Alive resources. (Day 1 & 2)

## **Strategies that Help Self-Directed Learning**

*Dr. Shayna Fox-Norwitz, Director of Special Programs for New England Basecamp & Peter Siner, New England Basecamp*

This session will provide participants with a brief overview of self-directed learning and the six characteristics for establishing self-direction in any classroom. Participants will learn about low lift strategies that can help to support each of the six characteristics, as well as the importance of modeling new strategies for the success of self-direction. Question and answer session to follow presentation. Participants will leave this session with a foundational understanding of how to establish self-directed learning and how it can be applied in their own classrooms. (Day 2)

## **Gamestar Mechanic**

*Edward Davis, Teacher*

Gamestar Mechanic contains NO Coding! It teaches the conceptual side of video game design and systems thinking! Students start “their Quest” by playing various games in order to learn the different types such as “top down” and “platformer” and analyze the goals and concepts that make a good game. Soon, they are given broken games and they are taught how to go into settings and fix the problems. To their dismay, they are faced with many difficult games that challenge their skills and strategic ability. Once they reach 100% in the quest, the real fun begins! They are rewarded with a massive set of tools that includes: avatars, enemies, goals, background screens and system tools (counters, timers) that allow them to make

elaborate multi-level game that will hook them like nothing else! The program is free but additional tools can be added for \$2 per student. Students can share their game in Google Classroom for easy assessment. Teachers are given “cheat” powers so they don’t have to beat every student’s levels (300 for me) in order to evaluate each one’s game.

In this workshop you will be shown the website, quest, workshop (where you build and share games) and game alley where they can try games from students throughout the country.

Then you’ll sign up for an account and start your own quest so you can become a gamestar apprentice and create your own classroom that your students can join! (Day 2)

## **Digital Portfolios with New Google Sites**

*Edward Davis, Teacher*

Digital Portfolios and the new Google Sites

Want to discover a way to use Authentic Assessment? Digital Portfolios is a great way to assess your students, integrate technology into your curriculum while giving your them a vehicle to reflect on their growth and learning. In this workshop you will see example of Websites created in programs by MS and HS Students. Examples of student work as well as their reflection pieces will be evaluated. Then, each participant will:

- Create their own Google Site
- Chose and Customise Themes
- Create Pages -Insert Files -Insert Text Boxes -Insert and Format Images
- Publish to the Web (Day 1)



## Design Workshop Three - Gravit Designer

*Edward Davis, Teacher*

Want more than Google Drawing but you can't afford the Adobe Suite? Introduce yourself to Gravit Designer. This powerful vector design app works fantastic on a Chromebook and cost Zero Dollars and Zero Cents. . It is also available for different platforms: Mac, Windows, & Linux. Included in this package is many of the tools that has made Adobe Illustrator the Computer Graphics standard for decades.

In this workshop you will learn to size your document, draw and format basic shapes, and use unite, subtract and overlap to draw compound shapes. You will be able to export your designs as a JPEG or PNG so you can insert them into GSuite files or any program that accepts an image.

Included in the workshop will be a slideshow that includes examples ALL the projects (Text Effects, Children's Book Cover, Holiday Greeting Cards, Mobile App Template and More) in my middle school curriculum and a set of YouTube videos that explain and demonstrate many of these lessons. Don't be intimidated! Drawing on a Computer allows students to explore the creative side of computing and can inspire them to follow this career pathway. By attending this workshop and devoting 10 minutes a week, you can learn this exciting app and deliver engaging lessons to your classes.

(Day 2)

## 20th Century African Heritage Civil Rights in Rhode Island

*Geralyn Ducady, Director of Education at Rhode Island Historical Society*

This workshop features new educational materials developed by the Rhode Island Historical Society for a larger National Park Service funded project partnering with the Rhode Island Black Heritage Society and the Rhode Island Historical Preservation and Heritage Commission. Two new unit plans, one for the elementary levels, and one for the middle school levels, use primary source materials including written documents, photographs, audio clips from oral histories, and video clips from news reels, to supplement Civil Rights curriculum with local examples. Lessons include graphic organizers and questions to guide student analysis of the primary resources. Primary sources span sub-topics on issues in housing, employment, and education. Workshop participants will work through select lessons. Although the two unit plans are geared for elementary and middle grades, high school teachers are invited to attend. Two additional units for high school levels are being developed for release in the fall. (Day 2)

## Hands-on Experiences are Essential to Building a Strong Math Foundation in K-2

*Gina Kilday, Mathematics Interventionist and Coach*

In Kinder to Grade 2, children develop a strong mathematical foundation by exploring numbers and shapes and their relationship to one another. This workshop will engage participants in using manipulatives that allow children to "play" with numbers and shapes. Come see how to use formal manipulatives like ten-frames, rekenreks, counters, unifix cubes, cuisenaire rods and pattern blocks as well as informal objects and games to provide effective, hands-on instruction in CCSS-M. Learn the purpose and weakness of various manipulatives and walk away with tons of games and activities to use right away in the K-2 classroom.

(Day 1)

## Fractions by Fifth Grade - How Do We Build Deep Understanding?

*Gina Kilday, Mathematics Interventionist and Coach*

RIDE has declared that having a solid understanding of fractions by the end of fifth grade is as big of an equity barrier as third grade reading! Fractions are more than pizzas and procedures and it is essential that our instruction pursues deep conceptual understanding, procedural fluency and application with equal intensity. Come delve into the progression of fraction concepts in the elementary grades. Explore hands-on area, linear and set models, games and other resources while discussing the strengths and weaknesses of each in order to build deep understanding for each and every student. (Day 2)



## **The 90-Second Newbery Film Festival: Making Great Books Into Great Movies**

*James Kennedy, Author / Creator of the 90-Second Newbery*

The 90-Second Newbery Film Festival is a yearly video contest in which kid filmmakers create short movies that tell the entire stories of Newbery-winning books in about 90 seconds. Creative twists are encouraged: think "Charlotte's Web" in the style of a horror movie, or "Ramona and Her Father" as a musical! For the past 8 years the film festival has screened annually in 14 cities across the country -- in New York, Chicago, San Francisco, Boston, and more -- co-hosted by author James Kennedy along with other authors like Jon Scieszka, M.T. Anderson, and Rita Williams-Garcia. In this session, James Kennedy will show some of the best movies he's received as director of the 90-Second Newbery, and demonstrate how teachers can bring this dynamic and rewarding project into their own classroom, with hints and tips on how teachers can help students make their own 90-Second Newbery movies to submit to the film festival. (Day 1 & 2)

## **Scratch , A Creative Computing Lab**

*Janice Kowalczyk, Director of Creative Computing with Scratch Initiative & Amie Shinego, Technology Coordinator*

Creative Computing with Scratch Rhode Island is a project with a mission to work with and inspire educators to engage youth in a range of creative learning experiences within the realm of computer science. Scratch is a tool for creating your own interactive stories, games, and animations. appropriate across all grades and content areas. It provides teachers and their students with a new way to express themselves and a new context for learning. In this session, participants will have a chance to explore the new Scratch 3.0 and a variety of its extensions such as Music, Google Translate, Makey Makey and MicroBit. (Day 1)

## **Self-pacing with Playlists in the Secondary Classroom**

*Jason Appel*

Effective use of technology can transform classrooms from a traditional, teacher-centered environment to one where individual student needs are met. Students in my high school mathematics classes work through playlists at their own pace, receiving real-time targeted intervention from me and instant feedback from a variety of sources including: Formative, EDPuzzle, Khan Academy, Quizizz, Socrative & Kahoot. While I will showcase how the model works in a mathematics classroom, audience members will leave understanding how to adapt it to fit just about any subject or grade level. Participants will leave this session:

- Ready to create their own playlists suitable for any subject or grade level.
- With ideas for using playlists in their own classrooms using any available technology: one-to-one, BYOD or an old computer in the corner. (Day 2)

## **Collaboration: The Key to Shining a Spotlight on Specialist Programs**

*Jason Santo, Teacher & Rebecca Klassen, Foreign Language Teacher*

Although music teachers have concerts and art teachers have art shows, much of what happens in today's specialist classrooms (music, art, world language, etc.) remains behind closed doors. It is important to visibly display the valuable work that is taking place outside the core curriculum classrooms. As administrators and other community stakeholders make decisions about the future of specialist programs in schools, it is more critical than ever that educators show off the importance of their program. This session will empower educators to collaborate with other educators to create outstanding showcase opportunities in the community. By combining energy, talents, and ideas, many teachers working together can create projects and events that are much bigger than one teacher could organize alone. Participants will learn about successful collaborations between music, world language, technology education, art, and library science teachers. Examples include: a collaborative music, dancing, and theater production; a recycled instrument project; a film festival; art projects; and electric guitar building. The purpose of the session is to compel educators to work with others to think about creative ways to put their program in the spotlight that it deserves. Participants will be encouraged to brainstorm ideas that might work well for their specific school, specials offered, and community. Many of the activities that will be shared can be implemented immediately. (Day 1)

## **Social Emotional Learning starts with YOU**

*Jennifer Saarinen, Teacher*

In order for educators to share and promote social emotional learning opportunities in their classrooms with their students, educators must first walk the walk before they can talk the talk.

Join Jennifer for a session that shares ways that she has made time for social emotional learning in her classroom as a result of discovering the power of self-reflection in her own teaching practice.

Participants will be encouraged to celebrate their own successes with SEL competencies as well as to make a plan for making time for SEL in the upcoming school year. [\(Day 2\)](#)

## **Catch the #WakeletWave**

*Jennifer Saarinen, Teacher*

Looking for a better way to communicate a collection of resources to your students? Wondering how you can revamp your school's weekly newsletter to your school community? Wanting your students to collaborate and share ideas, creativity, and questions across sections of your classes? Grab your surfboard and let's learn about Wakelet together! Participants will explore wakelet, create an account, and share ideas on how they may best utilize this tool that certainly promotes 21st Century Learning skills (create, communicate, think critically, collaborate and curate) in their classrooms, schools, for professional learning, and beyond. [\(Day 1\)](#)

## **Creating Drifters - A STEAMY School/Community Partnership**

*Jim Kaczynski, Science Teacher & Haley Barber / Meg Myles / Tucker Silvia*

This presentation will focus on a recent project in which students from Jamestown Lawn Ave. School worked with the Conanicut Island Sailing Foundation and a Professor from CCRI to create drifters to measure the currents around Jamestown. Attendees will learn how the partnership was set up, how the classroom was transformed into a workshop, and the lessons that led up to and that followed the construction. If your thinking about a STEAM project and have questions, then this is the session for you. [\(Day 1\)](#)

## **Science Starters/ Engaging Students from the Minute they Enter our Room**

*Jim Kaczynski, Science Teacher*

In this session you will learn about ways to engage your students from the moment they walk through the door. The presenter will demonstrate a variety of activities that incorporate the three dimensions of the NGSS. You will leave this presentation with the tools you need to implement this in your next class. [\(Day 1\)](#)

## **You Are the Cooler: What the 1989 Film Roadhouse Can Teach Educators about Classroom Management**

*Joe Pirraglia, Administrator & Ryan Shea, Administrator co-host of Sent to the Office podcast)*

All you have to do is follow three simple rules: One, never underestimate your opponent- expect the unexpected. Two, always take it outside. And three, be nice. Students learn when they feel physically and emotionally safe. In a well-managed classroom, students are emotionally committed to learning and feel comfortable participating, asking questions, and taking academic risks. In this presentation, learn effective strategies that help maximize learning and proactively address behaviors that interfere with instruction. With the three rules from Roadhouse, learn how to keep kids in their seats rather than bouncing them from the classroom. [\(Day 1\)](#)

## **SPARK Creativity, Collaboration, and Classroom COMMUNITY BUILDING through STORY creation**

*Karen Festa, Teacher & Tonia Hassell*

Prepare to be inspired and try new ideas with students in the classroom. Karen Festa shares how she was inspired through meeting Kid President creator Brad Montague. It all starts by thinking about what makes us "wonder" and what our students are passionate about. Attendees will discover new ways to inspire students to spark creativity and help students to communicate, collaborate, and join together and embrace one another as a classroom community. Everybody has an important story to share! [\(Day 2\)](#)

## **100 Bugs!: Manuscript to Book! Drafts, Revision Tips and More!**

*Kate Narita, Teacher / Author*

Learn how perseverance, growth mindset and teamwork led to the 100 Bugs! manuscript and how it took ten drafts to get the book just right. Then, take a look at ten revision tips for students and two writing exercises to try in the classroom. [\(Day 1\)](#)

## **Using Seesaw as an Instructional Tool**

*Katie O'Kane, Library Media Specialist & Jamie Greene, Librarian*

Seesaw is a free digital portfolio app for teachers to collect and share student work and reflections. Teachers can develop multimodal assignments to assign to all or specific students. Students can interact with their peers' academic posts and work can optionally be shared with family members. In the first half of the session, participants will be introduced to the platform, view some examples of its use, think about how to navigate the social media aspect with students and colleagues, and try out the app for themselves. In the second half of the session, participants who would like to stay will explore and create with guided support. [\(Day 1\)](#)

## **Maintain Your Sanity While Herding Cats: Classroom Management Problem Solving in the Middle School**

*Kelly Grennan Smith, Teacher*

Next year is a clean slate.... take a few minutes to reflect on what drove you crazy last year and walk away with some new routines, rewards, and distractions that are easy to implement and might help preserve your sanity as you address the big and little issues that arise in running a middle school classroom. [\(Day 1\)](#)

## **Going Gaga for Infographics**

*Kimberly Ramos, Technology Instructional Coach*

Are you looking for an engaging new way for students to “show what they know”? Infographics may be just the tool you're looking for! These visual representations of information require students to synthesize their research by prioritizing what's most important and translating it into an eye-catching graphic. This hands-on workshop will introduce you to the basics of building infographics and give you the opportunity to explore several free online infographic tools. Attendees should bring headphones and a charged Chromebook/laptop. [\(Day 1\)](#)

## **AutoCrat is Automagic!**

*Kimberly Ramos, Technology Instructional Coach*

This ADVANCED data merge session harnesses the power of Google Forms and Sheets by linking their information to either Gmail, Docs, or Slides using the magic of the AUTOCRAT add-on tool. Quickly personalize award certificates, registration confirmations, progress reports, daily behavioral updates, job applications, and more! Attendees MUST have a solid working knowledge of Google Forms and Sheets and be able to install the AUTOCRAT add-on in Sheets. (If your school domain does not allow this, please create a free personal Gmail account prior to the session.) Attendees should also bring headphones and a charged Chromebook/laptop. [\(Day 1\)](#)

## **Using Destiny Collections**

*Kristen Mitchell, Library Media Specialist & Jane Vincelette & Jim Monti*

Review/Introduce Collection basics. Demonstrate how to create a collection, add to a collection, create a playlist. Give participants time to create a collection while presenters offer assistance. [\(Day 1\)](#)

## **Skill and Thrill, not Drill and Kill! Building the Foundational Skills of Reading K-2**

*Laura Stewart, Chief Academic Officer Highlights Education Group*

The foundational skills are critical in the beginning stages of reading, but that doesn't mean worksheets and drills. This session examines the why and how of developing strong phonemic awareness, phonics and fluency skills, including the importance of building the neural networks in the beginning reader's brain. (Day 2)

## **A Better School Climate: Bridging SEL and Mindfulness to Support Student Mental Health and Build Resilience.**

*Linda Price, School Psychologist*

Join Linda as she shares how to create an improved and more effective school/classroom environment by integrating SEL and Mindfulness skills. With this, educators can support students to self-regulate and respond calmly and compassionately while learning the specific skill set to problem-solve, make decisions, and communicate effectively to form positive relationships with others. (Day 1)

## **Experience a Book Tasting!**

*Melanie Roy, Librarian*

Too much to do and not enough time in the day to get it done? I get it. But taking a few minutes once in a while to learn about new kid lit books will strengthen your relationships with students while growing a community of lifelong readers and learners. Come experience a book tasting and learn about new titles you can use in the middle grades. I'll even raffle off a few titles you can take home! (Day 2)

## **Simple Ways to Create Enthusiastic Readers**

*Melanie Roy, Librarian*

High stakes testing. New ELA curriculum mandated by the state. It doesn't matter what point you are in your career. You need to understand (or be reminded of) some fundamentals about growing readers. You will leave this session with many tools and strategies you can implement from day one of the school year to build an environment of enthusiastic readers. My tried and true formula is proven: students in my school borrowed 1,000 more books than any other school library in the state of RI last year. Come find out why! (Day 1)

## **5 Kinds of Nonfiction: Rethinking Informational Reading and Writing**

*Melissa Stewart, Author*

Most literacy educators and school librarians are naturally drawn to stories and storytelling, including fiction and narrative nonfiction. But up to 42 percent of elementary students prefer expository nonfiction. This session breaks down the five categories of nonfiction children's books, offers tips for updating book collections, and provides strategies for integrating a variety of nonfiction texts into reading and writing lessons (Day 1)

## **Podclass: Using Podcasts in the Classroom**

*Nellie Ryan, Teacher*

Engaging teachers with strategies to give students access to podcasts in the classroom, including options for schools equipped with varying levels of technology (1:1 devices to only needing one device for the whole class). Listening comprehension skills, discussion techniques, building language skills, as well as reading, writing, speaking and listening standards addressed. Thank you for your consideration. (Day 1)

## **Whose Classroom Is It Anyway?: Laughter and Learning**

*Nellie Ryan, Teacher*

Merging my passion and extensive training in both improv comedy and education, this session will give teachers fast and fun improv games to use to foster student engagement. Additionally, it will present teachers and administrators with a framework for applying foundational skills of improv to improve pedagogy in the classroom and culture in schools. [\(Day 1\)](#)

## **The Individual Learning Plan and Career, Social, Academic Exploration**

*Onna Mechanic-Holland, School Counseling Fellow, RIDE*

Students in grades 6-12 are required to have an ILP (Individual Learning Plan). To make it an engaging experience takes planning and tools. The Individual Learning Plan can be an important tool for students to discover their path and passion. In this session, learn how to enhance career, social and academic exploration for your students through your Individual Learning Plan Program. This session will provide a brief background on the ILP, the toolkits available from RIDE to support the ILP program, along with a closer look at the scope and sequence and curriculum model. In addition, helpful technology tools will be shared to assist with program implementation. [\(Day 1 & 2\)](#)

## **Using Local Environmental and Health Data in your Classroom**

*Rachel Calabro, Public Health Educator*

Science and math topics become much more meaningful when they are taught with local, Rhode Island data and information. In this session, you will learn where to get information and data related to climate change and environmental health to use in your classroom for teaching both math and science concepts. The Environmental Public Health Tracking Network provides data on air and water quality, rates of disease, community characteristics, and climate change. Learn about how climate change will affect our health and communities now and in the future. [\(Day 2\)](#)

## **#EdChat Live!**

*Raymond Steinmetz, K-8 Instructional Coach*

#edChatRI is a weekly Twitter education chat on Sundays at 8pm EST. Raymond Steinmetz took over the dormant twitter chat about 4 months ago during the summer. Since then, a regular group of educators from around the world participate in the twitter chat each week and weigh in on pressing topics in education. Many influential educators throughout the state are actively engaged week by week in answering tough questions about education. This session is a live panel. The moderator asking questions in a similar format as the weekly edChat, and contributors will answer and discuss. [\(Day 1\)](#)

## **Increasing Student Voice and Collaboration in the Math Classroom**

*Raymond Steinmetz, K-8 Instructional Coach*

Tools for increased collaboration in the mathematics classroom will be investigated. Teachers will participate in collaborative activities with technology and traditional teaching methods to increase student to student, student to teacher, and teacher to student collaboration.

Techniques to increase student voice and collaboration include video tools (FlipGrid, screen casts, etc.) for student responses, using Google Classroom for informal formative assessments, Google Slides for collaborative group work, and student grouping techniques to foster a culture of inclusion and discourse in your classroom. [\(Day 2\)](#)

## **Helping Students Help Others: How One School Started a Give Back Club**

*Rebecca Schilke, Reading Specialist*

Getting our high school students to see beyond themselves can be a big challenge. Starting a high school Give Back Club, may be just the answer! In this workshop, participants will learn about how Wheeler High School started their Give Back Club and what projects students have been involved in. From doing yard work and painting a fence for a mom battling cancer, to doing hurricane clean up in Texas, the presenter will discuss meeting times, project planning, and testimonies from students and community members. Pictures and videos will be shared of students involved in projects in our community and throughout the United States. Participants will leave the workshop with the necessary information to start a give back club at their own schools. [\(Day 1\)](#)

## **Screencastify 101 for Teachers and Students**

*René Rosivach, Technology Fellow*

Get introduced to the screencasting tool Screencastify. You will begin this session learning about Screencastify and the many possible uses for screencasting for both teachers and students. Get tips, tricks, and ideas as you have hands on support while you have time to play, explore, and learn. [\(Day 1\)](#)

## **Nspiring STEM Engagement with TI Technology**

*Robyn Poulsen, Teacher, Education Technology Consultant*

Participants will be active students for a day in an interactive STEAM classroom. All of STEAM will be encountered. Data will be collected and analyzed, and coding and robotics will be explored. We'll even make music! No experience required. [\(Day 2\)](#)

## **Destiny Discover- Not Your Grandmother's Card Catalog**

*Sharon Webster, Professional Development and Technology Support Specialist, RILINK & Karen Shore, RILINK*

Still using the Classic version of Destiny Library Manager? "Discover" is Follett's newest catalog interface aimed at engaging patrons and fostering collaboration. Learn how to customize the look of Destiny Discover to engage your users and promote your collection. Explore Open Educational Resources as well as Collections by Destiny. Uncover how the library catalog can be used in new and different ways. [\(Day 2\)](#)

## **eBook Essentials- Tapping an Underutilized Resource**

*Dorothy Frechette, Executive Director RILINK & Sharon Webster, Professional Development and Technology Support Specialist, RILINK & Karen Shore, RILINK*

Learn more about eBook access available to RILINK member libraries and patrons. Explore the titles available through BookLynx, the shared eBook shelf. Walk through the "nuts and bolts" process of adding titles to your library's catalog. Discuss how using eBooks in the classroom or as free reading may impact reading scores. Share implementation/promotion techniques. Practice using the new Follett eReader. After this session, you will be prepared to promote the use of eBooks with your students. [\(Day 2\)](#)

## **Project Read – FEED YOUR MIND AND YOUR HEART**

*Sharon Webster, Professional Development and Technology Support Specialist, RILINK Dorothy Frechette, Karen Shore*

Explore and help us continue to develop RILINK's Project Read - FEED YOUR MIND AND YOUR HEART, funded by an LSTA grant from OLIS that

- provides online access to eBooks with read-aloud functionality and digital audio books for K-12 students who have limited reading skills or are reluctant readers and do not qualify for materials and services to the blind and physically handicapped;
- encourages parents, grandparents, teachers and other community members to share the reading experience
- makes connections to books that can be read, shared and discussed by members of both groups through the use of social media, online library collections and classroom connections.

Attend this session to learn more about the exciting opportunity for all members of the community.

This project was made possible in part by a grant from the RI Office of Library and Information Services using funds from the Institute of Museum and Library Services. [\(Day 1\)](#)

## **60 Apps in 60 Minutes: The Best for Blended and Personalized Learning**

*Tim Marum, Instructional Coach*

These are apps that will help you reimagine classroom instruction and student learning. You can use these apps to promote the essential 21st century learning skills – critical thinking, collaboration, communication, and creativity! Some apps can help you grow professionally as well! Learn how others have incorporated these apps into their instruction as well as time near the end to try one out and co-plan a lesson/activity together! [\(Day 1\)](#)

## **Having Our Say: Intellectual Rigor Requires All The Voices**

*Dr. Worokya Duncan, Administrator / Teacher*

In this session, teachers & administrators will take a trip into the history of curriculum development and how conscious & unconscious biases created our "standard" curriculum. They will then hear/read research about the deleterious effects of a non-equity based curriculum, and learn how to walk in an anti-racist and anti-oppressive mindset to create learning experiences that include all facets of identity. [\(Day 1 & 2\)](#)

## **Bringing Light to Suicide: Supporting School Personnel to Respond to Suicidal Statements and Actions**

Jon Mattleman, Clinician

Suicidal statements and suicidal ideation are scary and overwhelming for everyone involved. Sometimes the message is clear and sometimes there are signs of suicide that we may miss. Join clinician Jon Mattleman for an informative and empowering workshop about youth suicide. With Jon's years of working with youth, families, towns, and schools he creates a safe setting to bring light to this intimate topic. Participants will learn about the warning signs of suicide, identify risk and protective factors, and how to help someone who is in a crisis. This workshop includes discussion, activities, videos, and resources. This workshop is geared towards school professionals of all levels working with youth of all ages. [\(Day 1 & 2\)](#)

## **Utilizing Teacher Emotional Intelligence to Optimally Address The Social and Emotional Learning Challenges of Students with ADHD and Deficient Emotional Regulation**

*Erin Custadio, Teacher*

In this workshop, participants will focus on the five CASEL competencies for Social and Emotional Learning. A particular emphasis will be placed on understanding the social and emotional challenges of students with ADHD. The goal of this research-based offering is to empower teachers with practical strategies that support emotionally dysregulated students and to utilize their own emotional intelligence in frustrating classroom situations. [\(Day 1\)](#)

## **Adolescent Mental Health From Two Perspectives: A Youth and Clinician Share Their Experience**

Jon Mattleman, Clinician & Joey Vazquez

Clinician Jon Mattleman and young adult Joey come together to provide an overview of adolescent mental health from two perspectives - the lived experience and the clinical view. Through a dynamic overview of mental health challenges facing adolescents, Jon will inform participants about adolescent brain development and current trends around anxiety, depression, substance use, self-harm, and suicide, with the goal of educating school personnel to be able to notice warning signs and triggers of stress, anxiety, depression, and crisis. Crisis intervention is emphasized by learning the signs of suicidal ideation and risk, and how to encourage those at risk to seek immediate help. Then hear from Joey, a young adult who has experienced a mental health crisis and is now living a successful and productive life. Joey shares his story of hope and recovery while educating about the signs and symptoms of mental health issues, negative versus positive coping skills, the similarities between mental health and physical illness, the language and skills needed to have a conversation about mental health and how to create a supportive school environment. Joey shares his unique story of how his family, culture, religion, sexual identity, and school setting impacted his experience of anxiety, depression, and the college transition. He shares the steps that led him away from self-harming and suicidal ideation and towards treatment and recovery with the help of a fish named Michelangelo. This interactive and engaging presentation is for school professionals of all levels working with middle school and high school youth. [\(Day 2\)](#)

## **NatureSpace: Utilizing the Schoolyard to Connect and Educate Children about the Natural World**

*Jane Mitchell, Teacher & Haley Barber, Program Director CISF*

This presentation highlights the journey of two passionate and experienced educators on their quest to connect children to the natural world through nature-based learning. The presenters will share ideas that are easy to implement and will support your current curriculum. All the activities include outdoor exploration, observation, and hands-on investigation that can be facilitated in and around the schoolyard for grades Pre-K - 6. Not only are the lessons fun and engaging, they are also aligned with the RI state standards. Come get inspired and learn how easy and fun nature-based learning can be!  
(Day 2)

## **Disrupting Education: Designing Equitable Learning Spaces**

*Karla E. Vigil, Co-founder and chief connector for EduLeaders of Color Rhode Island & Emily Abedon, Teacher*

How can teachers modify their practice to empower a diverse learning community and facilitate the academic achievement of students? Rooted in James A. Banks theory on Multiculturalism's Five Dimensions, this workshop focuses on disrupting ineffective and oppressive teaching practices. Using a design thinking approach, educators will have the opportunity to learn techniques and teaching methods that facilitate the academic achievement of students from diverse racial, ethnic, and socioeconomic groups. Participants will engage in an interactive workshop that deepens their understanding of how to apply an equity lens in their practice. This workshop provides an equity framework and introduces tangible ways for teachers to construct empowering learning communities.  
(Day 1)

## **Mindfulness in Minutes: Just a Few Minutes of Daily Mindfulness Practice can Begin the Transform your Classroom**

*Shannon Smith, School Integration Specialist, Center for Resilience*

Mindfulness is powerful means of dealing with the physical and emotional stress inherent in being a teacher and a student. Studies show that students who practice mindfulness experience increases in optimism, emotional control, empathy, perspective taking, prosocial goals, and mindful attention. Mindfulness also appears to support teachers making them better able to help students learn. Studies show that teachers who practice mindfulness show improvements in their own well-being, efficacy, and mindfulness and reduced burnout and stress. In this interactive workshop, participants will learn about the neuroscience behind mindfulness. Participants will be provided with several mindfulness tools that they can easily implement into their school days that will begin to shift the classroom environment.  
(Day 2)

## **Empathy - A Human-centered Design Journey**

*Adha Mengis, Teachers Guild*

Empathy is discovering student needs by getting close to the student experience. It is at the center of the design process. We get there by placing students at the center of school systems so we better understand their social, emotional, academic, and physical needs. Come to a session to explore the mindsets and methods behind Empathy as the first step in a human-centered design journey.  
(Day 1 & 2)

## **Kids who Challenge Us: Increasing Work Engagement and Reducing Oppositional Behavior in Students**

*Jessica Minahan, Author / Behavior Analyst / Special Educator*

National Institutes of Health reports that one in three thirteen-eighteen-year olds has had an anxiety disorder in their lifetime. Heroic teachers are facing this challenge with little to no training in mental health and behavioral principles. This leaves teachers to learn on the job and rely on their instincts and leaves students with anxiety at risk for poor performance, diminished learning, and social/behavior problems in school. Understanding the role anxiety plays in a student's behavior is crucial and using preventive strategies are key to successful intervention. This interactive workshop will take common classroom practices and shift them slightly into clinically informed, research-based, and easy-to-implement strategies and interventions that can be implemented effectively by any teacher. Through the use of case studies, humorous stories, and examples of common challenging situations, participants will learn interventions for reducing anxiety and negative thinking, while increasing self-regulation, work engagement, and self-monitoring skills in anxious students.

(Day 2)

## **Dissecting the Picture Book**

*John Rocco, Author*

Exploring from a creators perspective, this session will provide a new way to understand what goes on behind the scenes during the creation of a children's book. John will explain how the origin of an idea evolves into a finished book, sharing unique insights and lessons he has learned along the way. Come along

on this journey through the mind of a children's book creator, and learn new ways to look at and interact with the books in your school. [\(Day 1\)](#)

## **The Innovation Playlist**

*Ted Dintersmith, Author / Education Champion*

For decades, U.S. education policy has been straight from the playbook of central planning in the Soviet Union — top-down edict from committees with no direct connection to any school, teacher, student, or community. That's a particularly poor model for change, for which our country has paid a price. And for decades we've focused on closing the achievement gap, but failed to address its two key issues — 1) we spend the least on the kids who need the most, and 2) our measures of achievement are deeply flawed, and to a large extent reflect the resources of the parent, not the intrinsic motivation and talents of the child. But change is possible, even exhilarating, if we approach it the right way. In 2015-2016, I spent an entire school year going to all fifty states, visiting 200 schools and convening 1,000 meetings and community forums. I write about that experience in my recent book *What School Could Be: Insights and Inspiration from Teachers Across America*. I had a chance to see what's working in the field, the powerful effect of giving teachers our trust, and change models that are working at scale. I describe in the book a teacher-led grassroots change model that centers on 'small steps leading to big change.' And subsequent to the trip, my team has put together a powerful resource — *The Innovation Playlist* — that can support the work of our teachers, schools, and districts as they take on what I now view to be education's single most important issue — How can we change an existing school? In this session, I'll briefly describe my trip, the essence of the book, and the work I'm doing in three other states to empower teachers to do what they entered the profession to do — engage and inspire kids. I'll talk about the important issue of Accountability 2.0 — what are effective ways to ensure schools are doing right by their kids. And I'll listen, a lot, to what the Rhode Island education community's goals are, and whether any of the work I'm doing could

be relevant and helpful. I never presume to tell people what they have to do. I try to share with them what I've seen work, and offer support (grants, my time, connections) to their efforts to do what they believe is important. [\(Day 1 & 2\)](#)

### **Book Access is a Game Changer for All Readers**

*Colby Sharp, Teacher / Author*

In this session Colby will share how increasing book access impacts student achievement. He'll share how he does this in his classroom, and the work the staff at Parma Elementary is doing to increase the book access for all of their students. [\(Day 1 & 2\)](#)

### **Awesometastic 2019 Books!**

*Colby Sharp, Teacher / Author*

In this session, Colby will book talk his favorite picture books, chapter books, middle grade novels, and young adult novels of 2019. [\(Day 1 & 2\)](#)

### **Teach ALL Students to Think as Mathematicians**

*Amy Lucenta, Co-founder of Fostering Math Practices / Author*

Teaching all students to think and reason is perhaps the greatest challenge we face as math educators. The eight standards for mathematical practices found in the Common Core Standards for Mathematics are our best articulation to date of what it means to think (and work!) like a mathematician. Yet, teachers are still left with many questions -- What does it look like when students are using the practices? How do I build them into an already packed curriculum? What about students who struggle in math, how do I ensure that all of my students develop

the practices? This session will address questions like these and offer a viable approach to placing the math practices at the center of math learning and doing for all students. [\(Day 1\)](#)

### **Contemplate the Calculate: A Vehicle for Teaching Structural Thinking to ALL Students**

*Amy Lucenta, Co-founder of Fostering Math Practices / Author*

Math practices are habits and habits are developed through routine. Contemplate then Calculate is a robust instructional routine designed to develop structural thinking (MP7) in all students. Participants will engage in the routine as math learners, unpack the routine, and discuss how it develops structural thinking and provides access to a wide range of learners. We will explore classroom video and analyze student engagement and student thinking. [\(Day 1\)](#)

### **Teaching Students to Read Like Mathematicians**

*Amy Lucenta, Co-founder of Fostering Math Practices / Author*

One of the most frequent statements students make after reading a math word problem is "I don't get it!". One reason for this is that students read the problem like they would read any other piece of writing. It turns out that reading in math is different. Instead of reading to understand context, characters and conflict, mathematicians read for quantities and uncover relationships between them to solve problems. In this session, participants will not only learn what makes reading in math difficult and what to pay attention to when reading a math problem, they will learn a powerful instructional routine, called the Three Reads, they can use to teach their

students to read like mathematicians. [\(Day 1\)](#)

### **Being A Leader is Not Enough: Become a Catalyst**

*Marc Lamson, President of Aslan Training & Development*

Leadership in Education, K-12, Administrators, Grade Level Leaders, Technology Coaches, Department Heads. The key to exceeding today's academic performance standards requires not just change at the student level, but change at the staff and leadership level as well. A catalyst is defined as "an agent that accelerates change." Most seem to agree that the skills today's children need to ensure a successful future are dramatically different from yesterday's lessons of cursive writing, long division, typing, and using the card catalog. [\(Day 1 & 2\)](#)

### **“The Play-Learning Connection: Why Play Is More Important Now Than Ever in Early Childhood Settings.”**

*Diane Levin, Author / Teacher*

TBA

### **Shri Yoga & Mindfulness Curriculum**

*Stacie Zamperini - Shri Yoga Outreach Instructor*

Shri is an urban outreach organization that serves more than 8,500 students every year in schools, shelters, hospitals, recovery centers, social service agencies and more. Our classes are run with a trauma-informed curriculum to help students reduce toxic stress and to increase both physical and emotional balance with safe and secular movement and meditative practices appropriate for all levels. During this session, participants will learn some of the components of a Shri Yoga class, including activities to use in their classrooms. While our home studio is in Pawtucket, we offer 4 classes every week free to educators statewide. [\(Day 1 & 2\)](#)