

# Cobb Literacy & Inquiry Summit 2019



Session Title	Session Description	Presenter	Grade	June 3 S1 10:15- 11:30	June 3 S2 1:00- 2:15	June 3 S3 2:20- 3:30	June 4 S1 10:15- 11:30	June 4 S2 2:20- 3:30
<b>Keynote: Opening</b>	Jump start your Summit experience with inspirational messages of student voice. Hear from students and educational leaders as they reaffirm the important role you play in supporting civic health, social justice, literacy, and equity. Get pumped to <i>Teach for Change</i> . Special appearances by Project Soapbox students at Lost Mt Ms, Lindley 6 <sup>th</sup> , and Tapp MS.	<b>Liz Cobia</b> K-12 ELA Supervisor <i>Cobb County School District</i>  <b>Trudy Delhey</b> K-12 SS Supervisor <i>Cobb County School District</i>	<b>K-12 Theatre (9:00- 10:00)</b>					
<b>Creating Democratic Classrooms</b>	A positive and inclusive classroom is a space where students feel empowered, safe, and challenged, and where leadership and community are practiced regularly. In this session, participants will become familiar with social emotional learning strategies informed by action civics pedagogy to create classrooms where students take ownership of their learning and engage fully as participants of a community. Participants will learn community-building activities they can immediately use and learn from teacher case studies on how best to infuse democratic practices into the classroom. . <b>*This is a HALF DAY session (8:30-11:00). Seating is limited. Reserve your spot at <a href="http://bit.ly/lisdemreg">http://bit.ly/lisdemreg</a>. See sign up results at <a href="http://bit.ly/lisdemresults">http://bit.ly/lisdemresults</a></b>	<b>Jill Bass</b> Chief Education Officer <i>Mikva Challenge</i>	<b>K-12</b>	<b>Media Center (8:30- 11:30)</b>				
<b>Even Einstein Asked Questions: Developing Students Inquiry Literacies</b>	Question-formulation is a vital skill for critical thinking, literacy, and civic engagement; yet, it is rarely taught. The Question-Formulation Technique (QFT) is a simple, powerful strategy to teach students how to ask and use their own questions. Join this interactive session and walk away with strategies you can use immediately in your classroom. K-12 examples will be provided.	<b>Lisa Printup</b> Social Studies & Fine Arts Coordinator <i>Rockdale County Schools</i>	<b>K-12</b>	<b>902</b>				
<b>Take A Virtual Learning Journey Through the Civil Rights Movement</b>	Join Georgia Public Broadcasting for a virtual learning journey through the Civil Rights Movement. Step into photos and works of art from this pivotal period, and explore the associated figures and events that shaped history through visually stunning video footage, unique testimonials, primary source analysis, and vibrant songs of freedom. <b>This session is in a computer lab, but feel free to bring your own computer or tablet.</b>	<b>Tracey Wiley Education</b> Outreach Specialist <i>GPB Education</i>	<b>K-12</b>	<b>925</b>				
<b>Becoming a Catalyst: A Look at How to Create the Conditions for Change</b>	Are you a catalyst? Catalysts make change possible by a.) reducing the energy required to start change, b.) increasing the rate of a change, and c.) not being consumed by the change process. Catalysts are vital because some things will not start changing at all without them. Ms. Rutha Mae Harris was a catalyst during the Civil Right Movement, and her leadership made it possible for countless others to become catalysts too. In this interactive session participants will learn how to be better catalysts by applying dialogue skills and strategies to make meaningful connections between her legacy and our present experience as educators, practitioner researchers, and agents of systemic change.	<b>John Nwuso</b> School Counselor <i>Garrett Middle School</i>	<b>K-12</b>				<b>Media Center</b>	

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<b>Even Einstein Asked Questions: Developing Students Inquiry Literacies</b>	Question-formulation is a vital skill for critical thinking, literacy, and civic engagement; yet, it is rarely taught. The Question-Formulation Technique (QFT) is a simple, powerful strategy to teach students how to ask and use their own questions. Join this interactive session and walk away with strategies you can use immediately in your classroom. K-12 examples will be provided.	<b>Stephanie Burnett</b> Teacher <i>Hayes Elementary School</i>	<b>K-12</b>		<b>902</b>		<b>902</b>	
<b>Get on Your Soapbox: Amplifying Youth Voice</b>	The first step to being an active and informed citizen is being able to stand up and speak out on an issue that you care about. When this happens, students are transformed from passive civic actors to active citizens and leaders. Challenging the stereotype that young people are apathetic, Mikva’s Project Soapbox curriculum provides an avenue for students to identify their passion and learn effective persuasive speaking skills. Through the process, students strengthen their social-emotional learning (SEL) competencies with essential listening and empathy skills, and classrooms and schools become powerful communities. This workshop will provide participants with the step-by-step understanding of how to implement Project Soapbox in their classrooms. <b>*This is a HALF DAY session (1:00 – 3:30) Seating is limited. Reserve your seat at <a href="http://bit.ly/lissoapboxreg">http://bit.ly/lissoapboxreg</a>. See sign up results at <a href="http://bit.ly/lissoapboxresults">http://bit.ly/lissoapboxresults</a>.</b>	<b>Jill Bass</b> Chief Education Officer <i>Mikva Challenge</i>	<b>K-12</b>		<b>Media Center (1:00-3:30)</b>			
<b>How’s the Air?: A Look at the Invisible Context Shaping our Interactions, Culture, and Outcomes</b>	There are these two young fish swimming along and they happen to meet an older fish swimming the other way who nods at them and says, “Morning boys. How’s the water?” The two young fish swim on for a bit until eventually one of them looks over at the other and goes, “What the heck is water?” “The most obvious important realities are often the ones that are hardest to see and talk about (David Foster Wallace).” In this interactive workshop we will examine the invisible patterns of interaction that shape our water (i.e. air) including past and present social context, bias, power, equity; we’ll also explore strategies for overcoming barriers to creating systemic, positive, and lasting change in our air quality (i.e. climate & culture).	<b>John Nwuso</b> School Counselor <i>Garrett Middle School</i>	<b>K-12</b>				<b>910</b>	
<b>Keynote (AM): Lester Laminack</b>	Lester L. Laminack, Ed.D., is a Professor Emeritus of Birth-Kindergarten, Elementary and Middle Grades Education at Western Carolina University. He is a full-time writer and consultant working with schools throughout the U.S.. Laminack is an active member of the National Council of Teachers of English and served three years as co-editor of the NCTE journal Primary Voices and as editor of the Children’s Book Review Department of the NCTE journal Language Arts (2003-2006). He received two awards for excellence in teaching at WCU: the Botner Superior Teaching Award and the Chancellor’s Distinguished Teaching Award. He’s the author of The Ultimate Read-Aloud Resource and the Best Friends Collection (Scholastic) as well as many other beloved children's books.	<b>Lester Laminack</b> Author	<b>K-12</b>  <b>Theatre (8:30- 10:00)</b>					

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<b>Keynote (PM): Rutha Mae Harris</b>	Rutha Mae Harris is a civil rights activist who uses her gift for singing as a way to empower and educate audiences about civil rights issues. As a Student Nonviolent Coordinating Committee (SNCC) field secretary in the 1960's, Rutha Mae was arrested more than once, and on occasion, assaulted. Singing especially helped ease fear. In 1962, she became one of SNCC's original Freedom Singers. In 1963, she sang before the thousands of people gathered at the March on Washington. Her contralto voice was one of the most powerful in the Movement. SNCC's Freedom Singers raised hundreds of thousands of dollars for SNCC, but as important as that was, most importantly, she says, "songs of the Movement gave you energy, a willingness and wantingness to be free." Rutha Mae Harris continues her mission as a Freedom Singers in Albany Georgia.	<b>Rutha Mae Harris</b> Freedom Singer	<b>K-12</b>  <b>Theatre</b> <b>(1:00-2:15)</b>					
<b>Light Up Your Lesson</b>	Socrates said, "Education is the kindling of a flame, not the filling of a vessel." If you strive to provide inquiry rich, student centered instruction to strike a love of learning within your students, this session is for you. This interactive session will focus on lighting the kindling of your lesson, the opening. Participants will use the Question Formulation Technique and other strategies to spark student interest in learning through primary and secondary sources.	<b>Cathy Paige</b> K-12 Social Studies Coordinator <i>Marietta City Schools</i>	<b>K-12</b>			<b>914</b>		
<b>Make and Take Guided Reading Strategies</b>	Teachers will make a plethora of reading strategies to use during their guided reading or small groups. These will include Fountas and Pinnell Reading Behaviors to Notice and Support, CAFE strategy cards, Conference folder, Jan Richardson Comprehension strategy cards, Guided Reading Tool Box, and Literature Circles.	<b>Renee Heiberger</b> Teacher <i>Hendricks Elementary</i>	<b>K-12</b>				<b>701</b>	
<b>Meaning and Myth: Inspiring Student Engagement Through History Inquiries</b>	Join Georgia Public Broadcasting for a hands-on exploration of inquiry teaching strategies around the always intriguing and often puzzling perspective of primary and secondary source analysis. Further increase student engagement with GPB's free social studies content collections, offering thousands of multimodal resources and implementation activities designed for all different types of learners. <b>This session is in a computer lab, but feel free to bring your own computer or tablet.</b>	<b>Tracey Wiley</b> Education Outreach Specialist <i>GPB Education</i>	<b>K-12</b>			<b>925</b>		
<b>Meeting the Needs of All Students (Focus: Reading/Language Arts)</b>	Understanding how to meet the needs of all the students in your class can be a daunting process. In this session, you will learn how to identify student's reading needs, find amazing resources that will engage your students, and discover ways to progress monitor your students to make sure they are mastering the standards.	<b>Renee Heiberger</b> Teacher <i>Hendricks Elementary</i>	<b>K-12</b>		<b>701</b>			
<b>Reading to Make a Difference: A Deeper Dive with Lester Laminack</b>	Books as bridges enable readers to speak freely, think deeply, and take action. In <i>Reading to Make a Difference</i> , Lester and Katie build on the work of Rudine Sims Bishop, extending the notion of books as windows, mirrors, and doors. They show you how to move beyond exposing your students to diverse children's literature by offering an instructional framework that is applicable to any topic and can be adapted to your own classroom or community.	<b>Lester Laminack</b> Author	<b>K-12</b>				<b>Theatre</b>	

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<b>Teaching for Change With GPB's Global Citizenship Resources</b>	Join Georgia Public Broadcasting for a survey of our free digital resources and strategies for helping students identify the characteristics of global citizens, understand the challenges of practicing global citizenship, recognize the connections between global citizenship and social and emotional learning, and explore ways to apply global citizenship skills in the classroom. <b>This session is in a computer lab, but feel free to bring your own computer or tablet.</b>	<b>Tracey Wiley</b> Education Outreach Specialist <i>GPB Education</i>	<b>K-12</b>		<b>925</b>			
<b>Using Questioning to Develop Critical Thinking with Studies Weekly (K-1)</b>	Learn how to use Studies Weekly primary and secondary sources to prompt student inquiry. We will explore and model how to identify a compelling question to guide teaching and learning. Walk away with high impact strategies for 'next day' implementation to teach standards and engage in collaborative learning while exploring the stories of history.	<b>Betsy Glisson</b> Trainer <i>Studies Weekly</i>	<b>K-1</b>	<b>703</b>				
<b>Stories and Collaborative Conversations with Studies Weekly (K-1)</b>	Discover ways to make teaching and learning with Studies Weekly print and online resources more meaningful. Experience collaborative conversations, and other and high impact, research-based strategies. Walk away with high impact strategies for 'next day' implementation to teach standards and engage in collaborative learning while exploring the stories of history.	<b>Betsy Glisson</b> Trainer <i>Studies Weekly</i>	<b>K-1</b>		<b>804</b>		<b>804</b>	
<b>Authentic Student Assessment with Studies Weekly (K-1)</b>	Explore differentiated assessment methods and make student assessment more authentic, whether it's paper and pencil, online, a writing prompt, or student created artifact. Teachers will create their own artifact and walk away with high impact strategies for 'next day' implementation to assess standards.	<b>Betsy Glisson</b> Trainer <i>Studies Weekly</i>	<b>K-1</b>			<b>804</b>		<b>804</b>
<b>Five-Minute Phonics: The Power of Word Work in Guided Reading</b>	Are you wondering how you can strengthen your phonics practice and sight word knowledge within guided reading? We will explore word work lessons you can incorporate into your guided reading groups from reading levels A to M.	<b>Sonya Henry</b> Teacher <i>Hendricks Elementary</i>	<b>K-2</b>		<b>924</b>			<b>924</b>
<b>Mining Units of Study: Supporting Resources for Students in Small Groups and Conferences</b>	You will discover hidden resources from the Units of Study texts and online resource to support you in differentiating instruction for your growing writers. You will walk away with tools to use in small groups and conferences."	<b>Lori Levan, Caitlyn McComas</b> Academic Coach, Teacher <i>Smyrna Elementary</i>	<b>K-2</b>		<b>922</b>			
<b>Phonics: The Foundation of Reading and Writing Through a Writer's Young Eyes</b>	This session focuses on fundamental and foundational strategies that can be utilized in the classroom to build phonics, reading, and/or writing skills.	<b>Sandra Wooten</b> Teacher <i>Bryant Elementary</i>	<b>K-2</b>			<b>920</b>	<b>920</b>	
<b>Phonological Awareness and Letter Awareness</b>	Phonics instruction focused on teaching students the relationship between the sounds of the letters and the written symbols. Direct teaching of letter/sound relationships.	<b>Cynthia Starke-Jones</b> Teacher <i>Sanders Elementary</i>	<b>K-2</b>		<b>921</b>		<b>921</b>	
<b>Using Literature to Support Growth Mindset</b>	Come see how literature can support a growth mindset in your classroom. Walk away with ready to use, hands on lessons and ideas for our youngest learners.	<b>Lyssa Sahadevan</b> Teacher <i>East Side Elementary</i>	<b>K-2</b>			<b>930</b>		
<b>Why Read-Alouds are "NOT A WASTE OF TIME"</b>	When reading a read aloud students will walk away with skills that they will be able to use for a life time: hearing fluent reading and building strong vocabulary, just to name a couple.	<b>Tiffany Draper</b> Teacher <i>Russell Elementary</i>	<b>K-2</b>	<b>921</b>				<b>921</b>

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<b>Zooming Into Units of Study: Essentials of the Workshop and Architecture of the Mini-lesson</b>	Join us as we dig deeper into the Units of Study texts. In this session, you will discover the essentials that set the foundation for independent writers. Additionally, you will walk away tips and tricks for planning and delivering powerful mini-lessons.	<b>Lori Levan, Caitlyn McComas</b> Academic Coach, Teacher <i>Smyrna Elementary</i>	<b>K-2</b>	924				
<b>Let's Make Phonics PHUN!</b>	Phonics is the foundation for reading, but it can be dull and specific. Let's turn our phonics block around to make the smallest parts of our language engaging and formative.	<b>Morgan Steines</b> Teacher <i>Belmont Hills Elementary</i>	<b>K-2</b>	938			938	
<b>HIP Kids! Bringing Social Awareness to Life</b>	Description: In this session we're going to get "HIP" (Humanities in Practice). Teachers will learn how to incorporate social skills into their daily routine. Social skills are the basis of community. It's real life! You will leave this class with a series of activities that build relationships, define community and give students a chance to have their voices not just heard, but used to make change in the world.	<b>Amber King &amp; Emily Rudolf</b> Teachers <i>East Side Elementary</i>	<b>K-3</b>				905	
<b>Context vs. Controversy: Using Primary Sources to Teach Sensitive Topics (K-5)</b>	Do you have "controversial" topics in your standards? Want to do them justice and not end up on the evening news? This session is for you! Come learn how contextualizing primary sources can help you address sensitive topics authentically and without controversy. Strategies presented will focus on sourcing documents (an expansion of DBQ practices), the 5 Cs of historical thinking (change over time, context, causality, contingency, and complexity), and critical questioning skills to guide students' analysis of documents. This session will focus mainly on the elementary topics of American Indian interaction with European settlers, slavery, Reconstruction, approaching American holidays with cultural sensitivity, and race relations in the 20 <sup>th</sup> Century; however, the strategies are applicable to any topic.	<b>Laura Franco</b> Title I District Academic Coach, Social Studies <i>Cobb County School District</i>	<b>K-5</b>					802
<b>Fanning the Flames: Stimulating, Not Stifling, the Natural Curiosity of K-5 Students</b>	Curiosity comes as naturally to K-5 students as looking forward to a classroom party. In this session, participants will practice strategies that put young students at the center of their learning – not by spoon-feeding information to them, but by helping them wonder, explore, and discover all the riches of your content. The presenters will share observations, insights, and conclusions they have gathered in a wide variety of classroom environments.	<b>Jason Butler &amp; Nicole LaGuins</b> Professional Learning Facilitator <i>Dekalb County School District</i>	<b>K-5</b>			802	802	
<b>Integrating Project Soapbox into the Elementary Curriculum</b>	Our historical understanding, government, economic and geography standards come to life when integrating Mikva Challenge and Project Soapbox into the classroom. This is because Project Soapbox is student focused, community based and action oriented. This session will provide you with realistic ways to facilitate meaningful learning through Project Soapbox (& other Mikva Challenge strategies) across the elementary curriculum, ensuring that you are fostering the socio-emotional, leadership and academic needs of your students.	<b>Kelsey Born</b> Teacher <i>Pitner Elementary</i>	<b>K-5</b>					701
<b>Teaching through Trauma</b>	A discussion of practices and pedagogies and strategies that address students with trauma. Practices that will create learning environments that will increase literacy in all students. These practices include, multi-modal, multi-media, visual literacies and placed based literacies.	<b>Khadijah Abdullah</b> Teacher <i>Riverside Intermediate</i>	<b>K-5</b>			918		934

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<b>Wonder, Scaffold and Vocabulary: One Stop Shop for Inquiry Around Sophisticated text</b>	Learn powerful ways to create an inquiry-based classroom around well-crafted questioning using sophisticated read-alouds as your inspiration. After this session, you will learn to take your read-aloud time to the next level using language based , higher order questioning and Socratic like discussions. This session is appropriate for all K-5 teachers.	<b>Luz Montanez, Tanya Bradley</b> K-5 ELA Coordinator, Teacher <i>Marietta City Schools</i>	<b>K-5</b>		<b>906</b>	<b>906</b>		
<b>Four girls of color fighting for integrated school: Multicolored history of school desegregation</b>	Using children's literature and other secondary sources on four girls of color- Ruby Bridges (African American), Sylvia Mendez (Mexican American), Mamie Tape (Chinese American), Alice Piper (Native American), I will show teaching about Ruby Bridges and Brown vs. Board of Education with the theme of civil rights in a more inclusive, empowering, relevant way to children. I will demonstrate inquiry and literature-based activities and share resources for 1st grade unit on Ruby Bridges as well as for 5th grade Brown vs. Board of Education case and civil rights movement unit.	<b>Soyhun An, Melissa Kohlhagen</b> Associate Professor, Pre-service Teacher <i>Elementary and Early Childhood Education Kennesaw State University</i>	<b>1, 5</b>				<b>906</b>	<b>906</b>
<b>Using Questioning to Develop Critical Thinking with Studies Weekly (2-3)</b>	Learn how to use Studies Weekly primary and secondary sources to prompt student inquiry. We will explore and model how to identify a compelling question to guide teaching and learning. Walk away with high impact strategies for 'next day' implementation to teach standards and engage in collaborative learning while exploring the stories of history.	<b>Dawn Smith</b> Trainer <i>Studies Weekly</i>	<b>2-3</b>	<b>804</b>				
<b>Stories and Collaborative Conversations with Studies Weekly (2-3)</b>	Discover ways to make teaching and learning with Studies Weekly print and online resources more meaningful. Experience collaborative conversations, and other and high impact, research-based strategies. Walk away with high impact strategies for 'next day' implementation to teach standards and engage in collaborative learning while exploring the stories of history.	<b>Dawn Smith</b> Trainer <i>Studies Weekly</i>	<b>2-3</b>		<b>806</b>		<b>806</b>	
<b>Authentic Student Assessment with Studies Weekly (2-3)</b>	Explore differentiated assessment methods and make student assessment more authentic, whether it's paper and pencil, online, a writing prompt, or student created artifact. Teachers will create their own artifact and walk away with high impact strategies for 'next day' implementation to assess standards.	<b>Dawn Smith</b> Trainer <i>Studies Weekly</i>	<b>2-3</b>			<b>806</b>		<b>806</b>
<b>Introducing Elementary Mini-Qs Grades 3-5</b>	During this one-day session participants will explore The DBQ Project Method, with special emphasis on the gradual release model, as an approach to document analysis. The workshop is designed as a blend of content and process. The participants will discover how the tension of a question can promote student curiosity about historical texts, as well as historical thinking skills. The workshop is centered on the belief that thinking is clarified by writing. The goal of the workshop is for all participants to leave enthusiastically ready to implement a DBQ in their classrooms. Special emphasis will be placed on differentiating the process to meet the needs of all learners; and making connections to both the Georgia Content and Common Core standards. <b>*This is an ALL DAY session (8:30 – 3:30). Seating is limited. Reserve your spot at <a href="http://bit.ly/lisdbq35">http://bit.ly/lisdbq35</a>. See sign up results at <a href="http://bit.ly/lisdbq35results">http://bit.ly/lisdbq35results</a>.</b>	<b>Amie Polcaro</b> DBQ Project <i>Professional Development Partner</i>	<b>3-5</b>	<b>702 (8:30-3:30)</b>				

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<b>Adventures in Writing Workshop</b>	Having a great adventure in writing workshop means being prepared for the mini-lesson and beyond. This session will guide teachers in navigating writing conferences with students. Teachers will be engaged in using strategies that make the work session magical. There will be opportunities for teachers to make-and-take tools that can be used right away with students.	<b>Kelly Jones</b> Academic Coach <i>Hollydale Elementary</i>	<b>3-5</b>		<b>918</b>		<b>918</b>	
<b>Balanced Literacy Writing Series 3-5: It's All About the Base</b>	It's All About the Base: In this interactive session, participants will walk away with the knowledge base to confidently execute the architecture of a mini-lesson.	<b>Jennifer Shiers</b> ELA K-5 Professional Learning Specialist <i>Cobb County School District</i>	<b>3-5</b>		<b>938</b>			<b>938</b>
<b>Reading Rotation Differentiation: The Simple Way</b>	Are you struggling with implementing differentiation in your classroom? Well come and learn how to tailor your reading instruction to meet the needs of individual students. You will learn how to identify individual students' needs and learning styles, and create engaging, practical and east-to-use activities that will meet those needs during your reading instruction time.	<b>Valerie Henry</b> Teacher <i>Cheatham Hill Elementary</i>	<b>3-5</b>			<b>922</b>	<b>922</b>	
<b>Supporting Writers Through Strategy Groups</b>	Learn how to successfully create and implement strategy groups in Writing Workshop. The session will include tools and teaching methods that support writers. Teachers will develop and walk away with various ideas to help them effectively lead strategy groups in the classroom.	<b>Kelli Arnette</b> Teacher <i>East Side Elementary</i>	<b>3-5</b>		<b>928</b>		<b>926</b>	
<b>Teaching the Whole Child in Elementary School</b>	In order for students to reach academic goals, we have to take care of their socio-emotional needs as well. In this session, we'll explore best practices for helping students develop positive social relationships, healthy decision making, conflict resolution, mindfulness, and more. The main resource we will cover is called <i>The Compassion Project</i> . The compassion project program will address empathy and mindfulness as well as performing acts of kindness with animated, fun characters. EVERFI's resources are intentionally designed to help integrate critical skills such as SEL into classrooms by leveraging standards alignment and curriculum fit. You'll leave ready to implement new ideas to create a healthy, happy, and productive classroom. Please bring your laptop to get the most out of this session.	<b>Laura Adriansen</b> Senior Director, Southeast Region <i>EverFi</i>	<b>3-5</b>					<b>925</b>
<b>Micro-progressions: Moving Writers Forward in BIG Ways</b>	Teach the writer not the writing! Learn all about how to use the Units of Study in Writing Learning Progressions as a tool to inform one-to-one conferences and small group strategy work. Teachers will develop their own progression in order to help them effectively lead powerful conferences and small group work that responds to the specific needs of their students.	<b>Kelly Anderson</b> Teacher <i>East Side Elementary</i>	<b>3-5</b>	<b>922</b>				<b>922</b>
<b>Motivating Readers Through Listening</b>	In this course, teachers will learn and receive strategies to use in class that create a trustworthy, motivating, and successful environment to increase student interest in reading and writing (as well in other subjects). Teachers will gain knowledge about the importance of Student Voice and the success it can bring to their classrooms. Teachers will collaborate with other professionals	<b>Samantha Van Matre</b> Teacher <i>Austell Elementary</i>	<b>3-5</b>	<b>926</b>				<b>928</b>

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	about how they can utilize certain strategies in their classroom to increase motivation and student interest in all content areas.							
<b>Balanced Literacy Writing Series 3-5: Stop! Collaborate and Listen!</b>	Stop! Collaborate and Listen! In this session, participants will actively engage in a foundational understanding of collaborative scoring protocols and practices to enhance current writing instruction across grade levels.	<b>Jennifer Shiers</b> ELA K-5 Professional Learning Specialist <i>Cobb County School District</i>	<b>3-5</b>	<b>928</b>			<b>928</b>	
<b>Perfectly Paired Passages</b>	Using read-alouds and extended texts to create a more authentic paired passage experience in the classroom.	<b>Dawn Allison-Ruiz</b> Academic Coach <i>Bryant Elementary</i>	<b>3-5</b>	<b>930</b>			<b>930</b>	
<b>Using Questioning to Develop Critical Thinking with Studies Weekly (4-5)</b>	Learn how to use Studies Weekly primary and secondary sources to prompt student inquiry. We will explore and model how to identify a compelling question to guide teaching and learning. Walk away with high impact strategies for 'next day' implementation to teach standards and engage in collaborative learning while exploring the stories of history.	<b>Andrea Toole</b> Trainer <i>Studies Weekly</i>	<b>4-5</b>	<b>806</b>				
<b>Stories and Collaborative Conversations with Studies Weekly (4-5)</b>	Discover ways to make teaching and learning with Studies Weekly print and online resources more meaningful. Experience collaborative conversations, and other and high impact, research-based strategies. Walk away with high impact strategies for 'next day' implementation to teach standards and engage in collaborative learning while exploring the stories of history.	<b>Andrea Toole</b> Trainer <i>Studies Weekly</i>	<b>4-5</b>		<b>703</b>		<b>703</b>	
<b>Authentic Student Assessment with Studies Weekly (4-5)</b>	Explore differentiated assessment methods and make student assessment more authentic, whether it's paper and pencil, online, a writing prompt, or student created artifact. Teachers will create their own artifact and walk away with high impact strategies for 'next day' implementation to assess standards.	<b>Andrea Toole</b> Trainer <i>Studies Weekly</i>	<b>4-5</b>			<b>703</b>		<b>703</b>
<b>Civil Dialogue</b>	Using the First Amendment as a civic framework for living together with our deepest differences, educators are introduced to dialogue theory, explore the benefits and challenges of implementing civil dialogue in the classroom, especially around contentious issues, and learn about practical skills and interactive activities that can be used in the classroom to introduce basic dialogue skills to their students.	<b>David Callaway</b> Project Manager <i>Georgia 3Rs Project</i>	<b>5-12</b>	<b>905</b>	<b>905</b>	<b>905</b>		
<b>Growing "Super Readers"</b>	6-12 presentation and QA: Literacy experts Pam Allyn and Ernest Morrell maintain that when we build on children's key strengths and immerse them in an intellectually invigorating, emotionally nurturing, literature-rich community, we grow "super readers"-avid readers who consume texts with passion, understanding, and a critical eye. Organized around the "7 Strengths" inherent in super readers (belonging, curiosity, friendship, kindness, confidence, courage, and hope), come explore Pam Allyn's latest book and dive into balanced literacy.	<b>Pam Allyn</b> Literary Ambassador, <i>Scholastic</i>	<b>6-12</b>					<b>Theatre</b>
<b>Pride and Punishment: Examining the lenses of the justice system from 12 Angry Men to The Other Wes Moore</b>	This session aims to develop a comprehensive unit that allows students to explore the legal and justice system through a variety of mentor texts, articles, podcasts, documentaries, and primary sources from its origins in America to present day. Students will develop research skills as they explore The Innocence Project database and stake claim to arguments about the legal process, the jury	<b>Lindsay Theaker</b> Teacher <i>North Cobb HS</i>	<b>6-12</b>		<b>930</b>		<b>603</b>	



Session Title	Session Description	Presenter	Grade	June 3 S1 10:15- 11:30	June 3 S2 1:00- 2:15	June 3 S3 2:20- 3:30	June 4 S1 10:15- 11:30	June 4 S2 2:20- 3:30
	system, and American prison system in a court case project that encourages curating student voice.							
<b>Promoting Student Voice While Igniting a Movement</b>	This session will take attendees through the process of implementing a PBL project focusing on Human Rights, using actual student artifacts to show how students choose a human rights issue that means something to them and is currently being violated, to research, create a product, and deliver a TEDTalk style presentation.	<b>Rionda Bell</b> Teacher <i>Hillgrove HS</i>	<b>6-12</b>		<b>920</b>		<b>605</b>	
<b>Supporting Student Voice</b>	Teachers will see connections between social studies (civics) curriculum and the ELA classroom. Project Soapbox provides opportunities for student voice, social and emotional connections in the classroom, supports a positive classroom environment; provides opportunity for speaking, listening, developing an argument, and informing an audience about an issue and call to action.	<b>Jaime Williams</b> Teacher <i>Lost Mountain Middle</i>	<b>6-12</b>				<b>604</b>	
<b>Teaching Students Research Writing in the Technology Age</b>	In the technology age, students are expected to be active advocates for change through argumentative research papers. This step-by-step process assists students in writing their best researched argument paper ever while avoiding the plagiarism traps that so many of their peers fall into. Learn how to assist students in writing what many students have called their "easiest research paper ever" and get the materials and strategies you need to lead students confidently through this process. Please bring your laptops.	<b>Kimberly McCarter</b> Teacher <i>Harrison High School</i>	<b>6-12</b>		<b>934</b>		<b>915</b>	
<b>The Power of Name Identity: Using Student Voice &amp; Name Identity to Build Relationships through Writing</b>	As a teacher, have you ever looked at your class rosters and asked yourself, "I wonder about the story behind this name?" or "This name is unique. I would like to know what this name means or where it comes from?" If so, this session is for you. We know our students are more than a "Name". In this session, we will model engaging strategies and use mentor texts to enhance writing & listening skills. We will examine name stories to promote student voice and diversity while building strong collaborative classroom communities. You will leave this session with a new perspective on how to enhance your traditional first day of school introductions.	<b>Kertina Owens</b> Teacher <i>Lindley Middle</i>	<b>6-12</b>		<b>916</b>			<b>938</b>
<b>These Kids Can... Modeling for Success</b>	When we say "These kids can't," we are saying that their brains are not capable to of doing the work before them. At risk and economically disadvantaged students are very capable but there are specific reasons they sometimes present academic gaps. Let's talk about it and look at ways to closing those gaps. We will model evidence-based strategies that will help your students succeed and discuss how setting clear criteria for success will cut down on teacher and student stress.	<b>Wendy Torres</b> Title I District Academic Coach, Social Studies <i>Cobb County School District</i>	<b>6-12</b>		<b>910</b>			
<b>Understanding Where Our ELL Students Come From</b>	Teachers will seek to understand what many ESOL students go through before they enter our school system and also where they come from; schooling, education, culture etc.	<b>Sandra Weston</b> Parent Facilitator <i>ESOL &amp; Foreign Language</i>	<b>6-12</b>			<b>916</b>	<b>916</b>	

Session Title	Session Description	Presenter	Grade	June 3 S1 10:15- 11:30	June 3 S2 1:00- 2:15	June 3 S3 2:20- 3:30	June 4 S1 10:15- 11:30	June 4 S2 2:20- 3:30
<b>Windows and Mirrors: Why Representation Matters for All Students</b>	Our classrooms are more diverse than ever before making the challenge of teaching all kids both difficult and important. This session will explore the importance of modern-day classes incorporating opportunities for students to examine their own personal identities, as well as the similarities and differences that can be found in others. Through an exploration of both short-term and long-term techniques that can be incorporated in the classroom, teachers will investigate the benefits to student learning when all students feel represented in the classroom.	<b>Aliyyah Salam</b> Teacher <i>Hillgrove HS</i>	<b>6-12</b>		<b>924</b>	<b>924</b>		
<b>Woke Literacy: Preparing Students for a Seat at the Societal Debate Table Through Literacy</b>	In this course, teachers will learn to train students to engage in reading, writing, and healthy discussion about current issues in society. Teachers will also learn how to present issues in an unbiased way that encourages students to form and support their own, well-researched opinions. The course will equip teachers with resources and strategies for improving literacy while teaching students to be well-informed, impactful citizens.	<b>Whitney Gordon</b> Teacher <i>Campbell HS</i>	<b>6-12</b>		<b>915</b>	<b>915</b>		
<b>Creating a Culture of Readers and Writers: Even in 4th Block</b>	Working to develop all students as readers and writers can happen in any classroom. Presenters will share strategies and practices that challenged all of our students to grow as readers and writers.	<b>Sylvia Spruill, Annette Tucker</b> Teachers <i>Hillgrove HS</i>	<b>6-12</b>	<b>701</b>			<b>914</b>	
<b>Context vs. Controversy: Using Primary Sources to Teach Sensitive Topics (6-12)</b>	Do you have "controversial" topics in your standards? Want to do them justice and not end up on the evening news? This session is for you! Come learn how contextualizing primary sources can help you address sensitive topics authentically and without controversy. Strategies presented will focus on sourcing documents (an expansion of DBQ practices), the 5 Cs of historical thinking (change over time, context, causality, contingency, and complexity), and critical questioning skills to guide students' analysis of documents. This session will focus mainly on the middle and high school topics of world religions, the Middle East, the War on Drugs, slavery, and Reconstruction; however, the strategies are applicable to any topic.	<b>Laura Franco</b> Title I District Academic Coach, Social Studies <i>Cobb County School District</i>	<b>6-12</b>	<b>802</b>				
<b>The Teacher Writer: Just Someone Trying to Write</b>	Teachers will look at their own beliefs about teaching writing before exploring what others like Penny Kittle and Kelly Gallagher say about teaching writing. The goal will be to gain affirmation as well as possibly make changes to the way teachers think about writing instruction.	<b>Sunderland Williams</b> Teacher <i>Dickerson Middle</i>	<b>6-12</b>	<b>915</b>				<b>915</b>
<b>Media Literacy: An Essential Piece to the Empowerment Process</b>	This session will introduce teachers to the 5 principles of media literacy and invite them to consider how these principles connect to the ELA curriculum. The session will also invite teachers to consider the ways they can adapt existing literature/language lessons so that media literacy becomes a more prominent feature of the lesson. These lessons should help to prepare students to navigate their media landscapes in a more informed and critical manner. Please bring your laptops to this session.	<b>George Seaman</b> Teacher <i>Lassiter HS</i>	<b>6-12</b>	<b>918</b>				<b>918</b>
<b>Poetic Justice</b>	Many students sigh when they hear the word "poetry." How can you use interactive strategies to make poetry more engaging and meaningful? How can students find voice by composing social justice poetry?	<b>Jessica Lupo</b> Teacher <i>Lovinggood Middle</i>	<b>6-12</b>	<b>920</b>				<b>920</b>

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<b>S.E.L Reconstruction: Redesigning Our Lessons using Social Emotional Learning</b>	In this course, teachers will learn how to embed social emotional learning in their everyday curriculum. We will explore ideologies, concepts, and activities in hopes of gaining a better understanding of Social Emotional Learning in the classroom.	<b>Kearstin Jacobs</b> Teacher <i>Lovinggood Middle</i>	<b>6-12</b>	934			934	
<b>Balanced Literacy Writing Series 6-8: Making Writer's Workshop Work</b>	Let's discuss innovative writing strategies and empowering student growth. Within this session you will evaluate effective strategies that enhance literary abilities and promote confidence around written expression. Together we will discuss practical plans of teaching writing and making Balanced Literacy work for you. Join us as we collaborate over big topics such as Balanced Literacy, authentic writing, progressive feedback, student conferencing and more!	<b>Tomorlo Allen</b> Academic Coach <i>Lindley Middle</i>	<b>6-8</b>		926			926
<b>Teaching the Whole Child in Middle School</b>	In order for students to reach academic goals, we have to take care of their socio-emotional needs as well. In this session, we'll explore best practices for helping students develop positive social relationships, healthy decision making, conflict resolution, mindfulness, and more. The main resource we will cover in this session is called <i>Honor Code</i> . Honor Code talks through bullying and building resiliency and community using scenarios that our students find themselves in every day. EVERFI's resources are intentionally designed to help integrate critical skills such as SEL into classrooms by leveraging standards alignment and curriculum fit. You'll leave ready to implement new ideas to create a healthy, happy, and productive classroom. Please bring your laptop to get the most out of this session.	<b>Laura Adriansen</b> Senior Director, Southeast Region <i>EverFi</i>	<b>6-8</b>				925	
<b>Introducing Mini-Qs in Georgia History &amp; The DBQ Online Platform Grade 8</b>	During this one-day session participants will explore The DBQ Project Method, with special emphasis on the gradual release model, as an approach to document analysis. The session is designed to help teachers conceptualize ways to deeply engage students in the analysis of texts in a blended classroom. The participants will discover how the tension of a question can promote student curiosity about informational texts. Join the discussion, as we explore ways to foster student led learning. <b>*This is an ALL DAY session (8:30 – 3:30). Seating is limited. Reserve your spot at <a href="http://bit.ly/lisdbq8">http://bit.ly/lisdbq8</a>. See sign up results at <a href="http://bit.ly/lisdbq8results">http://bit.ly/lisdbq8results</a>.</b>	<b>Amie Polcaro</b> Professional Development Partner <i>DBQ Project</i>	<b>8</b>					702 (8:30-3:30)
<b>Social Emotional Guided Writing</b>	Come and embark upon a therapeutic writing journey that reveals the source of what could be blocking your focus or your success. You will be equipped to facilitate Social Emotional Guided Writing with your students. It has the ability to enhance classroom management and improve student/teacher relationships.	<b>Caprice Banks</b> Teacher <i>Wheeler HS</i>	<b>9-12</b>	916				916