

## ***Beginning Teacher Conference Sessions (2011)***

---

---

**Title:** 21st Century Food for Thought

**Presenter:** Ellen Gould

**Focus Area:** Framework for 21st Century Learning

**Other Area:**

**Audience:** General

**Abstract:** What's important to know and be able to do in the twenty-first century classroom? The challenges are new and ever changing. Join NC Ag in the Classroom and glean a rich harvest of teaching strategies sure to interest and engage students as they work to master content, solve problems, and learn to work cooperatively with their peers. Gather free, grade-level-specific curricula directly aligned with the NC Standard Course of Study, enjoy an "action packed" session of enjoyable instructional strategies, and learn about free CEU's offered in your school system.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

Yes *Identifying similarities and differences*

Yes *Cooperative learning*

Yes *Summarizing and note taking*

*Homework and practice*

Yes *Questions, cues, and advance organizers*

*Nonlinguistic representations*

*Setting objectives and providing feedback*

*Generating and testing hypotheses*

*Reinforcing effort and providing recognition*

*Other*

---

---

**Title:** Bits & Bytes: Delicious Technology for the Classroom

**Presenter:** Abbey Askew

**Focus Area:** Technology for the Classroom

**Other Area:**

**Audience:** General

**Abstract:** This session includes a buffet of delicious technology ideas and sites to tempt you to spice up your teaching and make learning scrumptious. From sous chefs to gourmet chefs, there is a new flavor of technology for everyone. Leave this session with a recipe book of technology utensils sure to have your students asking for seconds!

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

*Identifying similarities and differences*

*Cooperative learning*

*Summarizing and note taking*

*Homework and practice*

*Questions, cues, and advance organizers*

*Nonlinguistic representations*

*Setting objectives and providing feedback*

*Generating and testing hypotheses*

*Reinforcing effort and providing recognition*

Yes *Other*

## ***Beginning Teacher Conference Sessions (2011)***

---

---

**Title:** Bridge the Gap with ESL Students

**Presenter:** Julie Feldkamp

**Focus Area:** ESL (Meeting the needs of ESL students -SIOP)

**Other Area:**

**Audience:** General

**Abstract:** We all know that it can be a struggle to work in significantly diverse classrooms. The children have different backgrounds, learning styles, and home supports. With all of the demands that we contend with, how do we truly reach all of our students, especially ESL students? This can be as easy as implementing a few simple strategies. In this session, you will be given easy and valuable resources that will help you bridge the gap with ESL students. A few tricks and viola!

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

	<i>Identifying similarities and differences</i>	<u>Yes</u>	<i>Cooperative learning</i>
<u>Yes</u>	<i>Summarizing and note taking</i>	<u>Yes</u>	<i>Homework and practice</i>
<u>Yes</u>	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
<u>Yes</u>	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

---

---

**Title:** Bridging the Gap Through the Power of Rap!

**Presenter:** Paul Grant

**Focus Area:** Other Area

**Other Area:** Implementing strategies that will keep today's youth engaged in the classroom

**Audience:** General

**Abstract:** Hip Hop is the number one culture of choice for the youth today. You can see Hip Hop reflected in their music, dress, speech, and overall style/attitude. How many times have you told your students, "I wish you could learn your lesson like you know MC So and So's lyrics."? If that sounds familiar come get "in" where you fit in and listen to G-rant show you how to effectively implement the Art of Hip Hop into your curriculum and classroom!

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

<i>Identifying similarities and differences</i>		<i>Cooperative learning</i>
<i>Summarizing and note taking</i>		<i>Homework and practice</i>
<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
<i>Reinforcing effort and providing recognition</i>	<u>Yes</u>	<i>Other</i>

## ***Beginning Teacher Conference Sessions (2011)***

---

---

**Title:** Catching all Fish on Budget

**Presenter:** Sonya Rinehart

**Focus Area:** Differentiated Instruction (6-12)

**Other Area:**

**Audience:** Middle/High

**Abstract:** This session will focus on utilizing the world around us to develop and implement engaging and exciting activities to motivate all 'schools of fish.' Activities are budget and environmentally minded as they incorporate the 3 R's: recycle, reuse, and reduce. Teachers will have thought provoking activities to incorporate the following week in their classroom that motivate all learning styles. Teachers will be able to escape the boundary of their fish tank and explore the ocean around them.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

Yes *Identifying similarities and differences*

Yes *Cooperative learning*

Yes *Summarizing and note taking*

*Homework and practice*

*Questions, cues, and advance organizers*

Yes *Nonlinguistic representations*

*Setting objectives and providing feedback*

Yes *Generating and testing hypotheses*

Yes *Reinforcing effort and providing recognition*

*Other*

---

---

**Title:** Differentiated Instruction

**Presenter:** Tracy Riddle

**Focus Area:** Differentiated Instruction (K-5)

**Other Area:**

**Audience:** Elementary

**Abstract:** Participants attending this Differentiated Instruction session will receive an overview on differentiated instruction; become aware of the five areas that they may choose to differentiate in their classrooms; be able to identify areas to consider when deciding how to implement differentiation in their classrooms; and be presented with examples of some differentiated activities that could be implemented in their classrooms.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

*Identifying similarities and differences*

Yes *Cooperative learning*

*Summarizing and note taking*

*Homework and practice*

Yes *Questions, cues, and advance organizers*

*Nonlinguistic representations*

*Setting objectives and providing feedback*

*Generating and testing hypotheses*

Yes *Reinforcing effort and providing recognition*

Yes *Other*

## ***Beginning Teacher Conference Sessions (2011)***

---

---

**Title:** Effective Co-teaching

**Presenter:** Tracy Riddle

**Focus Area:** Exceptional Children Strategies for Regular Classrooms (Inclusion)

**Other Area:**

**Audience:** Elementary

**Abstract:** An overview of the six most frequently used co-teaching approaches, as outlined in Marilyn Friend's work, including how, when and where to use the different approaches. Communication, collaboration and planning will be addressed to help ensure successful implementation of co-teaching. Active engagement strategies that can be used in any classroom will be presented.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

	<i>Identifying similarities and differences</i>	<u>Yes</u>	<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>		<i>Homework and practice</i>
<u>Yes</u>	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
	<i>Reinforcing effort and providing recognition</i>	<u>Yes</u>	<i>Other</i>

---

---

**Title:** From Literacy to New Literacy: The Intersection of Literacies for Global Learners

**Presenter:** Dr. Bobby Hobgood & Dr. Leigh Hall

**Focus Area:** Writing Across the Curriculum

**Other Area:**

**Audience:** General

**Abstract:** Reading and writing across the curriculum have taken on a new look thanks to social software. The literate student uses a broader range of strategies to create knowledge in a global environment. This session explore the intersection of literacies, old and new, and provides strategies that reinforce the needs of global citizens.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

	<i>Identifying similarities and differences</i>		<i>Cooperative learning</i>
<u>Yes</u>	<i>Summarizing and note taking</i>	<u>Yes</u>	<i>Homework and practice</i>
	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
	<i>Reinforcing effort and providing recognition</i>	<u>Yes</u>	<i>Other</i>

## ***Beginning Teacher Conference Sessions (2011)***

---

**Title:** "Nip it in the Bud:" Becoming a Proactive and Reflective Classroom Manager  
**Presenter:** Dr. Allen Guidry  
**Focus Area:** Classroom Management (6-12)  
**Other Area:**  
**Audience:** Middle/High  
**Abstract:** This session presents a model for helping initially licensed teachers, and those that work with them, develop classroom management strategies centered on proactive measures to prevent classroom problem instances. The model to be shared focuses on: (1) building relationships; (2) instructional time management; (3) policy and procedure; (4) classroom organization and materials management; (5) and, finally, discipline. Basic strategies will be shared as well as the central tenets of the overall model. This is a practical approach centering on teachers analyzing their own actions as related to classroom management issues/problems and using that reflection to self-prescribe changes in their practice.

**Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

<i>Identifying similarities and differences</i>	<i>Cooperative learning</i>
<i>Summarizing and note taking</i>	<i>Homework and practice</i>
<i>Questions, cues, and advance organizers</i>	<i>Nonlinguistic representations</i>
<i>Setting objectives and providing feedback</i>	<i>Generating and testing hypotheses</i>
<u>Yes</u> <i>Reinforcing effort and providing recognition</i>	<u>Yes</u> <i>Other</i>

---

**Title:** North Carolina's New Mentor Standards  
**Presenter:** Rena Farrelly  
**Focus Area:** Support Coach Focus Group  
**Other Area:**  
**Audience:** General  
**Abstract:** North Carolina has an aligned system of 21st century standards, revised Professional Teaching Standards, and a new teacher evaluation system. The revised Mentor Standards reference the language of the Professional Teaching Standards and focus on the knowledge, skills, and dispositions beginning teachers need, clearly articulating how mentors can help teachers attain them. This session is intended to provide an overview of the new Mentor Standards and equip mentors, coaches, and other beginning teacher support providers with a vision for mentoring in the 21st century.

**Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

<i>Identifying similarities and differences</i>	<i>Cooperative learning</i>
<i>Summarizing and note taking</i>	<i>Homework and practice</i>
<i>Questions, cues, and advance organizers</i>	<i>Nonlinguistic representations</i>
<i>Setting objectives and providing feedback</i>	<i>Generating and testing hypotheses</i>
<i>Reinforcing effort and providing recognition</i>	<i>Other</i>

## ***Beginning Teacher Conference Sessions (2011)***

---

---

**Title:** “Ready...Set...Engage: Effective Teaching Strategies to Engage Any Student”  
**Presenter:** Vann Lassiter  
**Focus Area:** Other Area  
**Other Area:** Planning for Effective Instruction / Technology in the Classroom / Motivating Students / Differentiated Instruction / Classroom Management  
**Audience:** Middle/High  
**Abstract:** Back by popular demand, “Ready...Set...Engage: Effective Teaching Strategies to Engage Any Student,” is an interactive session for beginning teachers looking for ways to “engage” EVERY student in their classroom – through the use of technology, cooperative learning groups, graphic organizers, music, and much more! Learn organizational tips and tricks to get you, your students, and classroom in order and “ready” for a successful school year allowing you to “set” the stage for learning. This session is open to middle and high school beginning teachers and is guaranteed to be enlightening, exciting, and fun!

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

<u>Yes</u> Identifying similarities and differences	<u>Yes</u> Cooperative learning
<u>Yes</u> Summarizing and note taking	<u>Yes</u> Homework and practice
<u>Yes</u> Questions, cues, and advance organizers	<u>Yes</u> Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	Other

---

---

**Title:** The Multiple Intelligences-How Unique Are You?  
**Presenter:** Charlene Nicholson  
**Focus Area:** Other Area  
**Other Area:** Multiple Intelligences  
**Audience:** General  
**Abstract:** Have you encountered those students who always seem to disconnect themselves from your lesson delivery and content instruction? Well, maybe you have not tapped into their individual multiple intelligence. This workshop will provide you with multiple strategies to address each of Howard Gardner's Multiple Intelligences. If you like to have fun through movement and interaction, this workshop is the place to be. Looking forward to seeing you there.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

<u>Yes</u> Identifying similarities and differences	<u>Yes</u> Cooperative learning
Summarizing and note taking	Homework and practice
Questions, cues, and advance organizers	Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	<u>Yes</u> Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	Other

## ***Beginning Teacher Conference Sessions (2011)***

---

---

**Title:** Things a Teacher Needs to Know but They Didn't Teach You in College  
**Presenter:** Amy McHam  
**Focus Area:** Other Area  
**Other Area:** Things a teacher needs to know they didn't teach you in college  
**Audience:** Middle/High  
**Abstract:** What didn't our professors teach us in college? From surviving the moving out of state just to find a job to methods of discipline and making it as an accomplished teacher in the real world politics of education. This seminar will give you tips that will hopefully make your first two years of teaching more than just survival.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

<u>Yes</u> <i>Identifying similarities and differences</i>	<i>Cooperative learning</i>
<i>Summarizing and note taking</i>	<i>Homework and practice</i>
<i>Questions, cues, and advance organizers</i>	<i>Nonlinguistic representations</i>
<i>Setting objectives and providing feedback</i>	<i>Generating and testing hypotheses</i>
<u>Yes</u> <i>Reinforcing effort and providing recognition</i>	<u>Yes</u> <i>Other</i>

---

---

**Title:** Understanding the NC Teaching Standards and the Evaluation Process  
**Presenter:** Dr. Eliz Colbert & Dr. Lynn Johnson  
**Focus Area:** Beginning Teacher Requirements  
**Other Area:**  
**Audience:** General  
**Abstract:** Did you know that the NC Teacher Evaluation process is focused on teachers growing and learning? Did you know that the standards and elements reflect a 21st century classroom? Did you know that self-assessment and reflection are foundational pieces? Join us for this session as we review the standards and elements, dig deeper into the core features of the evaluation process, and answer all of your questions.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

<i>Identifying similarities and differences</i>	<i>Cooperative learning</i>
<i>Summarizing and note taking</i>	<i>Homework and practice</i>
<i>Questions, cues, and advance organizers</i>	<i>Nonlinguistic representations</i>
<i>Setting objectives and providing feedback</i>	<i>Generating and testing hypotheses</i>
<i>Reinforcing effort and providing recognition</i>	<u>Yes</u> <i>Other</i>

## ***Beginning Teacher Conference Sessions (2011)***

---

---

**Title:** Using Data to Guide Instruction

**Presenter:** Charlene Nicholson

**Focus Area:** Using Data to Guide Instruction

**Other Area:**

**Audience:** General

**Abstract:** This workshop will focus on the 4 types of data to drive instruction in the classroom. They are: Demographic Data, Student Learning Data, School Process Data, and Perception Data. This data will afford you multiple ways to track student performance in each of the categories. This workshop will provide you with a description and examples of each type of data. You will also interpret real data and hold conversations on what the data represents as well as strategies on how to move students. Please bring a calculator.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

Yes *Identifying similarities and differences*

*Summarizing and note taking*

*Questions, cues, and advance organizers*

Yes *Setting objectives and providing feedback*

Yes *Reinforcing effort and providing recognition*

Yes *Cooperative learning*

*Homework and practice*

*Nonlinguistic representations*

Yes *Generating and testing hypotheses*

*Other*

---

---

**Title:** Whatever It Takes: The Difference Teachers Make

**Presenter:** Cindi Rigsbee

**Focus Area:** Other Area

**Other Area:** Student Motivation K-12

**Audience:** General

**Abstract:** How can teachers do "whatever it takes" to make a difference? How can we find what we need to make our classrooms "magical?" This session answers questions for those who want to make an impact on every student, every day, and who want to set up an environment conducive to student learning and success.

### **Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement**

*Identifying similarities and differences*

*Summarizing and note taking*

*Questions, cues, and advance organizers*

*Setting objectives and providing feedback*

Yes *Reinforcing effort and providing recognition*

*Cooperative learning*

*Homework and practice*

*Nonlinguistic representations*

*Generating and testing hypotheses*

*Other*