



Teaching in a Digital & Diverse Space

2018 Summer Strategies Conference

Hosted by: The University of Kansas School of Education

Sponsored by: Kansas State Department of Education & Kansas Alliance for the Arts in Education

Friday, June 1, 2018

Kansas Union Ballroom | Lawrence Kansas

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Agenda

- 7:30 a.m. Registration & Continental Breakfast @ Ballroom, Level 5
- 8:15 a.m. Welcome/Introduction @ Ballroom, Level 5
Rick Ginsberg, Dean of the School of Education
Carl Lejuez, Interim Provost and Executive Chancellor, KU
- 8:30 a.m. Brad Neuenswander, KSDE, Deputy Commissioner @ Ballroom, Level 5
Exploring the Educational Frontier
- 9:15 a.m. Ron Brown, Topeka Public Schools, Director of School Safety @ Ballroom, Level 5
School Safety in Today's School Environment
- 10:00-10:15 a.m. Break
- 10:20 a.m. Kansas Teachers of the Year - TED-style 8-10 minute presentations @ Ballroom, Level 5
Samantha "Sam" J. Neill, Buhler USD 313
Controlling the Narrative: The Power of a Connected Educator
Jennifer L. Donovan, De Soto USD 232
Creating a Mindset for Learning
Jamie D. Manhant, Silver Lake USD 372
Making the Connection between the Classroom and the Real World
Megan E. Nagel, Newton USD 373
Everything I Needed to Know about Teaching I have learned from My Students
Angela "Angie" R. Powers, Olathe, USD 233
Creating Affirming Classrooms across Kansas
Gilbert "Gil" R. Still Jr, Dodge City, USD 443
Recognizing and Valuing Diversity in Your Classroom
Sarah C. VenJohn, Winfield, USD 465
Leading the Change in Your School
Bradley "Brad" W. Weaver, Atchison, USD 409
Building Bridges through Partnerships in the Classroom and Community

continued on next page





- 11:30 a.m. Lunch @ Ballroom, Level 5
Exhibitor Engagement Opportunities @ Ballroom, Level 5
- 12:20-1:10 p.m. Small Group Sessions @ Levels 5 & 6
- 1:20- 2:10 p.m. Small Group Sessions @ Levels 5 & 6
- 2:20-3:10 p.m. Small Group Sessions @ Levels 5 & 6

Conference Survey

- Your input is important to us. Please complete the conference survey:
- Certificates of participation will be available at the end of the day outside the Ballroom, Level 5



Questions?
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Teaching in a Digital & Diverse Space

Design Thinking: Preparing Educators and K- 12 Students to Practice Innovative Teaching and Learning at the STEAM Studio **Session 1** **12:20-1:10** **Parlor - L5**

Mandi Sonnenberg • mandi.sonnenberg@rockhurst.edu STEAM Studio/ Rockhurst University
David Reid david.reid@gouldevans.com

**Pre-K
Elementary
Secondary**

We prepare our youth for tomorrow's careers which have not even been invented through the Design Thinking strategies they encounter at the STEAM Studio. Our vision is to redefine the "education quotient," using STEAM initiatives, where kids feel inspired by space and pedagogy to take risks and become active learners across differentiated projects, ultimately resulting in a more prepared and innovative workforce. Our mission is to be a catalyst for change, via a living demonstration of an adaptive education system that supports and inspires area students and educators through immersive learning and research-based outcomes.

This workshop will share Design Thinking activities and case studies, challenges and successes when teaching in an diverse space and research published in the book, "Unleashing Creative Genius: STEAM Studio's Impact on Learning," written by Dr. Mandi Sonnenberg and David Reid. To learn more about the space we have learned best practices through research and feedback, visit our website: <http://steam-studio.com/>

Life, Liberty and the Pursuit of Happiness **Session 1** **12:20-1:10** **Pine - L6**

Krystal Grady • krystal.grady@usd497.org Lawrence High School

**Pre-K
Elementary
Secondary
Special Education**

How does this guarantee in our constitution relate to good teaching practices? Education at its highest sweeps the walkway to fulfillment before the feet of every budding scholar, from the youngest to the most accomplished.

Understanding Kansas' Language Assessment Program for Children who are Deaf/Hard of Hearing **Session 1** **12:20-1:10** **Divine Nine - L6**

Angie Walker • awalker@kssdb.org Kansas School for the Deaf

**Pre-K
Elementary**

In accordance with K.S.A. 75-5397e, a language assessment program was established to assess, monitor, and track the language developmental milestones of each child who is deaf/hard of hearing from birth through age eight in Kansas. As part of the program, an annual language assessment shall be provided for each of these children for the purpose of achieving age-appropriate language development and providing data-driven interventions. This presentation will provide information related to program implementation, progress monitoring, and integration of the program into the work of early childhood and early elementary providers.

Using Online Tools for Assessment in a Digital World **Session 1** **12:20-1:10** **Regionalist - L5**

Summer Peixoto • summer@ku.edu University of Kansas Applied English Center
Monica McCuiston momax320@ku.edu

**Elementary
Secondary**

Because leveraging the power of technology to meet assessment goals supports sound teaching methods while engaging today's students who require a more vibrant learning environment, presenters will utilize three online tools - Kahoot!, Plickers, and Socrative – to measure student learning, with high participation and low grading, making assessment part of the learning process. Presenters will show how cloud-based tools can be applied to meet a variety of both formative and summative assessment goals to engage the 21st century learner, allowing for meaningful, active classroom situations.

Carpe diem: Using Individual Plans of Study to Build Self-Determination and Self-Advocacy Skills **Session 1** **12:20-1:10** **International - L5**

**Secondary
Special Education**

Robert Scott • rbscott2@fhsu.edu Fort Hays State University

Morningstar et al (2018) overlay their six domains of College and Career Readiness/Transition skills upon the school-wide Multitiered Systems of Support framework, whereas Powers (2017) sees a rationale for greater involvement of youth with severe disabilities as "optimally engaged participants" in community-based action research. Today's presenter at the Lawrence summit will suggest strategies within the context of newly mandated individual plans of study at Kansas middle school and high schools for teachers and counselors to use the IPS process to support the development of self-determination and self-advocacy skills for all students in full-inclusion educational settings.

Morningstar, M.E., Lombardi, A., & Test, D. (2018). Including college and career readiness within a multitiered systems of support framework. AERA Open, 4(1), 1-11 doi: 10.1177/2332858418761880.

Powers, L.E. (2017). Contributing meaning to research in developmental disabilities: Integrating participatory action and methodological rigor. Research and Practice for Persons with Severe Disabilities, 41(1), 42-52 doi: 10.1177/1540796916686564.

Q&A session following the 2018 Teachers of the Year morning presentations **Session 1** **12:20-1:10** **Ballroom - L5**

Teachers of the Year • sneill@usd313.org 2018 Teachers of the Year

After the morning presentations from the Kansas Teachers of the Year - they will be breakout for Q&A

A Playbook for Building STEM Pipelines for Girls **Session 1** **12:20-1:10** **Malott - L6**

**Elementary
Secondary**

Doug Elmer • delmer@prepkc.org PREP-KC

Beth McCarthy bmccarthy@prepkc.org **Danielle Binion** dbinion@prepkc.org

This session will share lessons from a playbook focused on connecting K-12 and industry partners to develop more robust STEM pipelines for girls. This pipeline focuses on grades 5-10, which are critical years for deepening girls' STEM identity and helping them build secondary courses of study that lead to postsecondary STEM pathways. PREP-KC will share examples from a case studies where school districts and industry worked closely together to build a girls-focused STEM pipeline that resulted in a notable increase in girls' representation in engineering and other STEM courses.

Personalized Learning: Inductive Learning and Concept Attainment **Session 1** **12:20-1:10** **Big 12 - L5**

**Pre-K
Elementary
Secondary
Special Education**

Shakiyya Bland • sbland@usd497.org USD-497 Lawrence Schools

Participants are encouraged to actively explore the purpose and practice of Inductive Learning and Concept Attainment to support learners in deepening their comprehension of content and in developing their inference and evidence-gathering skills. The instructional strategy Concept Attainment derived from Jerome Bruner's (1973) research into the psychological process known as concept formation. Participants will engage in learning through inquiry-based approaches and receive access to resources that will facilitate implementation of inductive learning and concept attainment with students.

Serving Rural Student Populations			Session 1	12:20-1:10	Jayhawk - L5 Secondary
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Barbara Higgins-Dover • Bhigginsdover@gmail.com

There are many small junior colleges serving students in rural Kansas. These same students often transfer to larger, more technologically equipped Universities to finish their academic careers. As educators of smaller learning institutions and as educators working with diverse student bodies, there are strategies for preparing these students.

Classroom Assessment with the Enhanced Learning Maps Project			Session 1	12:20-1:10	English - L6 Elementary Secondary
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Holly Dubiel • hollydubiel@ku.edu University of Kansas CAARD

Nicki Lindner nlindner@ku.edu

This session will focus on the Enhanced Learning Maps project and student assessment data in English Language Arts and Mathematics in grades 2 -8. Participants will learn how to utilize student assessment data to create individualized learning progressions. These progressions based on the Enhanced Learning map model can support individualized student learning and lead to improved student outcomes.

Making a STEM-pact by Augmenting the Embosser			Session 1	12:20-1:10	Centennial - L6 Teachers Focus on Accessibility
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John Jones • John.jones@wichita.edu Wichita State Univ.

“Making a STEM-pact by Augmenting the Embosser”: Wichita State has been working to support a pre-med student who is blind for the last few years. Over the course of that time, we have gotten better and faster at producing materials to support this student’s learning. Recently, WSU has moved from exclusive reliance on an embosser to using both the embosser and a PIAF, Picture In A Flash Tactile Graphic Maker to create Braille and tactile image documents. Early results are excellent and have also allowed WSU to face some fundamental ethical issues surrounding the accurate creation of accommodated materials for students who are blind. This session will trace our history of production, along with the content choice decisions that were deemed necessary when the university relied exclusively on an embosser, present what our production process and products are like today, and consider what a fully mature tactile graphic process will look like in the future at Wichita State. (Presenter: John Jones, WSU)

Tools to PUBLISH & Share student work on the Web			Session 2	1:20-2:10	Ballroom - L5 Pre-K Elementary Secondary Special Education
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Cyndi Kuhn • cyndidk@ksu.edu College of ED-Kansas State

There is nothing more rewarding for students than to see their accomplished work being published and celebrated with others. This is extremely motivating and is a strong impetus for them to achieve more and work harder. There many apps/tools that you as a teacher can use to host your students work and share them with the whole class and as well as parents and beyond. We will learn about several safe tools for allowing your students to PUBLISH their work on the web to share ideas and build writing into lessons. Publishing pushes students to produce their very best and showcase talents and future career skills.

Classroom Gamification: Turn Your Classroom into a Live Game.			Session 2	1:20-2:10	Centennial - L6 Elementary Secondary Special Education
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Peter Diehl • pdiehl@usd458.org Basehor-Linwood High School

Take your students on an adventure, where they become the characters of an actual game gaining levels, going on quests and battling great beasts. We explore ways to gamify your classroom, including levels, XP, and token economies.

Teaching China: Friend or Foe of Kansas			Session 2	1:20-2:10	Jayhawk - L5 Elementary Secondary
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Nancy Hope • nfhope@ku.edu Kansas Consortium for Teaching about Asia

This session will help educators prepare their students for work in a global/diverse society by focusing on the economic, social, environmental, and creative reasons underlying the need to teach more about China today and its impact on Kansas. Learning about China is part of a strategy for increasing students' global competence, which is so essential for success in the 21st century. Free educational resources, lesson plans and curriculum materials that educators can use in their individual classrooms to teach more about this increasingly powerful country also will be introduced.

Designing Your Instruction with the Enhanced Learning Maps Project			Session 2	1:20-2:10	English - L6 Elementary
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Kristin Lyon • kjlyon@ku.edu Univ. of Kansas, Enhanced Learning Maps
Sasha Feryok sashaferyok@ku.edu **Nicki Linder** nlinder@ku.edu

This session will focus on the Enhanced Learning Maps Project and planning instruction in English language arts and mathematics in grades 2-8. Participants will learn how to utilize learning progressions to plan for differentiated instruction. These progressions, based on the Enhanced Learning map model, can support individualized student learning and lead to improved student outcomes.

Writing for the 21st Century Learner: Innovative Technology and Strategies			Session 2	1:20-2:10	Parlor - L5 Elementary Secondary Special Education
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Josh Stock • jstocksf@olatheschools.org Santa Fe Trail Middle School

For the last five years, the University of Kansas has partnered with the Olathe School district to design, develop, test, and launch the FREE WRITE System. Our data gathering tool has students complete bi-weekly, three-minute writing samples that are auto-scored and easy for teachers to review for instructional modifications. Our web-based professional learning site combines research-based writing strategies with evidence-based technology solutions so that educators can see first-hand how other teachers are implementing good teaching paired with 1:1 devices to support increased student writing skills. Come learn how you too can support writing in your classroom through the WRITE system!

Fast & Effective Digital Feedback			Session 2	1:20-2:10	International - L5 Secondary
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Lindsay Stephenson • teachwithstephenson@gmail.com Teaching with Stephenson

Teacher feedback to students becomes more impactful when it can be given in real-time. Technology has provided the avenue for students and teachers to have conversations about learning in real time. Using docs comment features, forms, keep, Actively Learn digital reading, video conferencing, and more! Teacher feedback can provide support, motivation and learning resources when done in the foundation of solid pedagogy. Learn the most effective ways to provide feedback to your students as well as initiate peer feedback and maximize the benefits of providing the fastest feedback to students possible.

The 21st-Century Teacher's Toolkit: A Glance at Technology Integration and Accommodation in the Classroom	Alexis Tate • amtate@mail.fhsu.edu	Fort Hays State University/ Robert E. Clark Middle School	Session 2	1:20-2:10	Pine - L6 Secondary Elementary Special Education
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Districts around the country are going one-to-one, so each student has a device to enhance learning. These devices are not simply a substitute for paper. Instead, they enrich and challenge students in ways not previously possible. Teachers can foster full-student engagement through Google Drawings graphic organizers, Google Forms scavenger hunts, Kahoot quizzes, Quizlet Live team reviews, Book Creator comics, Flipgrid recordings, NOVA interactives, and many more. Each of these programs allow teachers to differentiate for all types of learners including Special Education and ESOL.

Google Accessibility Tools	Stephanie Filardo • stephanie.filardo@gmail.com	St. John Vianney High School (St. Louis, Missouri)	Session 2	1:20-2:10	Divine Nine - L6 Special Education Secondary
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Technology gives us the ability to pair students with tools for success. In this session, participants will learn about features within GSuite (Google for Education) that can be used to level the playing field for students with mild-moderate disabilities and/or executive functioning difficulties. Ranging from strategies to tools, this session will feature resources you can implement in your classroom tomorrow.

Reading on Electronic Devices is Still Reading, Right?	Diane Coffman • dmcoffman@earthlink.net	Advancement Courses	Session 2	1:20-2:10	Regionalist - L5 Elementary Secondary Special Education
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Reading digital materials is just the same as reading print materials, isn't it? Discover the research findings about the ways that reading digitally and with print are similar. Learn the important differences in the reading formats that affect students' comprehension. Then explore how reading digitally shapes students' perceptions of information, as well as strategies to support students in gaining the most from their digital reading. Develop techniques to build active reading skills in students whether they are reading print matter or reading with digital devices. This presentation is appropriate for K-12 educators.

Improving Academic Performance with Mindfulness Practice	Lloyd Kilmer • lloyd.kilmer@gmail.com	Performance Learning	Session 2	1:20-2:10	Malott - L6 Pre-K Elementary Secondary Special Education
	Georgie Koenig	goergiekoenig@gmail.com			

Performance Learning provides tutoring for children who struggle in school, children of military deployed families and adults with learning challenges in the Quad Cities region. An integral part of helping improve academic performance and behavior is teaching and reinforcing a mindfulness practice. Research has indicated that a mindfulness or yoga practice can assist with executive functioning and with the dispositions of overcoming a learning disability. This practice is compatible with the SIM Strategies developed by the University of Kansas Center for Research on Learning.

Who Can You Trust?: Teaching Online Research Literacy	Andrea Marshbank • andreamarshbank@gmail.com	Seaman High School	Session 3	2:20-3:10	Ballroom - L5 Secondary
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As social media floods our society with 'fake news,' it has become clear that many students are unfamiliar with how to find credible and unbiased information online. In this program, attendees will learn about Common Core aligned teaching strategies that can improve their students' online research literacy skills in a variety of subject areas.

Accessibility versus Accommodations: What's the Difference and Why Does It Matter?	Carolyn Speer • Carolyn.speer@wichita.edu Wichita State Univ.		Session 3	2:20-3:10	Malott - L6 Teachers Administrators Focus on Accessibility
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“Accommodations versus Accessibility: What’s the Difference and Why Does it Matter?”: This session will focus on the distinctions between accessibility (the work that comes ‘before’ and done for populations) and Accommodations (tailoring educational opportunities to individuals in real-time), give examples of each, and talk about why it is important to focus on accessibility in order to reach all learners as well as to set up successful accommodations. (Presenter: Carolyn Speer, Ph.D.)

Technology for Littles			Session 3	2:20-3:10	Centennial - L6 Elementary
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Chelsea Artzer • artzeche@usd437.net usd 437
Nikki Meier meiernic@usd437.net

Do you feel technology integration at the primary level is overwhelming? Come and learn how we strategized and implemented technology at the lowest primary level successfully. Participants will walk away learning how to use Google Classroom, SeeSaw and Flipgrid with our youngest learners. They will also have access to online projects they can use with their students. Participants will gain knowledge and skills that will allow them to embrace technology with littles that enhances learning and does not overwhelm the teacher.

APPSmash Lesson Design: An Interactive Seesaw PD			Session 3	2:20-3:10	Big 12 - L5 Pre-K Elementary Secondary Special Education
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Mena Hill • mthill@usd497.org Lawrence Public Schools

Educators will grab an iPad and get ready to experience an interactive, engaging, and quick-paced APPSmash PD session via Seesaw. This session walks educators through the use of Bloom's Taxonomy and Allan Carrington's “Padagogy Wheel” to guide lesson planning and instruction. Educators will be able to take the apps and lesson plan ideas back to the classroom for immediate implementation. *iPad or smartphone needed for this session.

Website: menahill.weebly.com Twitter: @MenaHillEdu

Teaching Students with Diverse Technology Backgrounds Through and With Technology			Session 3	2:20-3:10	Jayhawk - L5 Elementary Secondary
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Elizabeth Ault • eault@ku.edu KCKPS

This session will discuss the assessment of ESOL students' 21st Century skills and how to adapt the curriculum through and with technology. Many students arrive at school with a skills gap-- not only in language. Through quick assessment teachers/leaders/admin can learn a lot about the background of students. Classes that were once offered, are now deemed common knowledge thus extending the gap. Students need these skills to be successful students. How can the acquire the skills? Teaching students to be autonomous learners with respect to technology will free up valuable time to work collaboratively with classmates through and with classroom. Technologies to be discussed: Google Classroom and Google Suite of tools, recording software, FlipGrid, Twitter, Blogging

Let's Flip This ...			Session 3	2:20-3:10	English - L6
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**Elementary
Secondary**

Elodie Jones • ejjones@mail.fhsu.edu Fort Hays State University

Let's flip the classroom...again! A common buzz word and strategy to engage students in your classroom can be achieved by flipping your classroom and motivating students to remain accountable both in and outside of the classroom. When instructors utilize video-based interaction (FlipGrid) your class can become more engaging and learner-centered with easy-to-embed digital tools and immediate feedback, plus it encourages student speaking skills, verbalizing through a problem, a voice to be heard, student-led instruction, etc. Pick and choose what you like, or try all of it! Bring a laptop and an open mind, then let's flip it!

Broadcasting: Using iMovie to Cover News in the Classroom/School			Session 3	2:20-3:10	Parlor - L5
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Secondary

Rebekah Allen • rallen@pembrokehill.org Pembroke Hill School

Whether you are looking for new ways to assess your student's learning, wanting to utilizing this apps within a multimedia classroom, adding to your school's extra curricular options, or just hoping to familiarize yourself more with the app, this session will cover all of those topics. We will explore basic use of iMovie, how to integrate it into a classroom, and taking it the next step and turning the app into a way of producing broadcasts for the classroom or the school. This can be used with a wide range of students, but best for late elementary grades and up. Bringing an iPad with iMovie already installed will be an asset to participants who want to practice as we go.

How to Increase Graduation Rates and Close the Achievement Gap			Session 3	2:20-3:10	Divine Nine - L6
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Walt Chappell • educationalmanagers@cox.net Educational Management Consultants

Using Project Based Instruction, online instruction, and Individual Plans of Study to turn students on to learning. Once they have hands-on experiences, students are eager to come to school to apply their reading and math skills to solve meaningful problems.

Positively Transforming Minds within Educational Systems: An Inner-Directed Inquiry Process for Educators and the Students they Serve			Session 3	2:20-3:10	International - L5
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**Elementary
Secondary**

Tonya Eberhart • teberhart@ku.edu KU

Based upon a book by the same name by Dr. Marilee Bresciani Ludvik and Dr. Tonya Lea Eberhart, Tonya will discuss evidence-based practices for adolescents, young adults and the teachers who serve them. Tonya will describe research and practices that can support adolescents, young adults, and their instructors to transform learning environments through inner-directed inquiry. These practices are short practices that require 4-15 minutes a day depending on the amount of time you have available. The idea is to get students practicing along with instructors so that throughout the rest of the day you'll be able to draw upon these practices to cultivate attention, emotion, compassion, self-regulation and overall well-being.