

2019

Winter Institute for Literacy: Porter Conference Center - Dublin, Georgia



Georgia Department of Education
Georgia Association of Elementary School
Principals
Georgia Association of Middle School
Principals

2/19/2019

Tuesday, February 19, 2019

7:30 am - 8:30 am	Conference Check-In and Continental Breakfast	
8:30 am - 8:50 am	Welcome Caitlin McMunn Dooley, Ph.D., Deputy Superintendent Teaching and Learning Hal Beaver, Executive Director GAESP	Assembly Room
	Session A Developing the Literacy Team – Elementary Julie Morrill and Dr. Meghan Welch	622/YKK Meeting Room
9:00 am - 9:50 am	Session B Developing the Literacy Team – Middle Anisha Donald, Breanne Huston, Stephanie Sanders	Room E
	Session C What's Next for Established Literacy Teams – Data Literacy Susan Brozovic, Stefany Howard, Rondalyn Pinckney, Shauntice Wheeler	Room F
	Session C (continued) What's Next for Established Literacy Teams – Data Literacy (continued) Susan Brozovic, Stefany Howard, Rondalyn Pinckney, Shauntice Wheeler	Room F
10:00 am - 10:50 am	Session D Preschool to Elementary –Academic/Behavioral Connections (MTSS) Faith Duncan and Micole Talley	Room E
	Session E Elementary to Middle – Academic & Behavioral Connections (MTSS) Jody Drum, Christy Jones, Deshonda Stringer	622/YKK Meeting Room
11:00 am - 12:00 pm	Lunch	
	Session F Do's and Don'ts of Evidence-Based Content Reading and Writing: Literacy Learning - What Does the Research Say? Julie Morrill, Dr. Meghan Welch	622/YKK Meeting Room
12:00 pm – 12:50 pm	Session G Evidence-Based Practices for Out-of-School Literacy Programs Including Summer Reading Camp Dr. Roberta Gardner, Laurie Lee, Kevin Smith	Room E
	Session H Do's and Don'ts of Evidence-Based Mathematics Literacy Learning - What Does the Research Say? Dr. Lya Snell and Mike Wiernicki	Room F

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<i>Session H (continued)</i>		
1:00 pm – 1:50 pm	Do's and Don'ts of Evidence-Based Mathematics Literacy Learning - What Does the Research Say? Dr. Lya Snell and Mike Wiernicki	Room F
	<i>Session I</i>	
	Developing Educator Empathy for Child-Centered Literacy Teaching Dianne L'Heureux and Brandy Woolridge	Assembly Room
	<i>Session J</i>	
	Literacy and School Climate: Building a New System Cheryl Benefield	Room E
2:00 pm – 2:50 pm	<i>Session K</i>	
	Continuous Improvement with Professional Capacity: Recruiting and Retaining Quality Teachers through Induction and Mentoring Diana Baird and Stephany Howard	622/YKK Meeting Room
	<i>Session L</i>	
	Early literacy and Numeracy Assessments K-3 Keenville and Formatives Dr. Jan Reyes	622/YKK Meeting Room
	<i>Session M</i>	
2:00 pm – 2:50 pm	Preview Summer Institutes for Literacy Educators Anisha Donald, Breanne Huston, Stephanie Sanders	Room E
	<i>Session N</i>	
	Complete the Circle: Fine Arts, Health, Physical Education and World Languages Jessica Booth, Therese McGuire, Paula Swartzberg, Patrick Wallace	Room F

SESSION DESCRIPTIONS

SESSION A | 622/YKK Meeting Room

Developing the Literacy Team – Elementary

Members of your school literacy team – including administrators, coaches, and teachers – will collaborate to strengthen educator practices related to instruction. Using the framework of the Georgia Literacy Plan Needs Assessment, teams will determine areas of growth, and members will identify roles and responsibilities (of members present and perhaps those not present) and outline steps that will ensure progress.

SESSION B | Room E

Developing the Literacy Team – Middle

Members of your school literacy team – including administrators, coaches, and teachers – will collaborate to strengthen educator practices related to instruction. Using the framework of the Georgia Literacy Plan Needs Assessment, teams will determine areas of growth, and members will identify roles and responsibilities (of members present and perhaps those not present) and outline steps that will ensure progress.

SESSION C | Room F

What's Next for Established Literacy Teams – Data Literacy

This presentation is intended for school administrators. Participants will review the purpose of the literacy teams, learn to identify the key pillars that drive reading proficiency, and become data detectives for local data. Learning to develop a structure for a literacy plan will be the primary focus.

SESSION D | Room E

Preschool to Elementary – Academic/Behavioral Connections (MTSS)

This session will provide an overview of Georgia's Tiered System of Supports for Students. The session will also emphasize the importance of providing young children with high quality learning experiences by integrating High Leverage Practices and evidence-based practices/interventions that support them in reaching developmental milestones and equip them with the skills they need to be successful in the elementary school curriculum and develop into lifelong learners.

SESSION E | 622/YKK Meeting Room

Elementary to Middle – Academic/Behavioral Connections (MTSS)

The session will provide an overview of Georgia's Tiered System of Supports for Students. Presenters will demonstrate to school leaders how to utilize a tiered system of supports to improve student and behavior outcomes as well as understand effective transition practices. The session will illustrate the connection between Georgia's Tiered System of Supports for Students and its impact for elementary and middle school literacy. Additionally, the session will provide discussion around the academic and behavior transitions from elementary to middle school that impact literacy outcomes. The session will emphasize the importance of integrating High Leverage Practices (HLPs) and evidence-based practices/interventions

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(EBPs/EBIs) to support increased student engagement/achievement.

SESSION F | 622/YKK Meeting Room

Do's and Don'ts of Evidence-Based Content Reading and Writing: Literacy Learning - What Does the Research Say?

The presenter will discuss differences between a research-based program and an evidence-based program. The attendee will walk away with a protocol for determining what students receive daily during their literacy block, extended learning time and intervention periods.

SESSION G | Room E

Evidence-Based Practices for Out-of-School Literacy Programs Including Summer Reading Camp

The session will overview evidence-based practices that should be considered in planning, implementing, and evaluating out-of-school literacy programs such as Summer Reading Camp. The session is targeted to literacy leaders who are involved in the planning and implementation of these programs. Participants will discuss selected evidence-based practices in small groups and have an opportunity to share with others through a whole-group conversation.

SESSION H | Room F

Do's and Don'ts of Evidence-Based Mathematics Literacy Learning - What Does the Research Say?

Participants will engage in hands-on, evidence-based practices to support student learning. Instructional strategies to support the eight Standards for Mathematical Practice and the Mathematics Georgia Standards of Excellence content standards will be included. Participants will learn specific strategies to promote patient problem solving in the mathematics classroom.

SESSION I | Assembly Room

Developing Educator Empathy for Child-Centered Literacy Teaching

Designed for school administrators, this session will highlight classroom practices that support a positive classroom climate, promote 3rd grade reading proficiency and support the development of the whole child.

SESSION J | Room E

Literacy and School Climate: Building a New System

Research shows that a positive school climate is a critical component of student achievement, student discipline, student attendance, and teacher retention. When students feel safe and secure in their schools and when they develop positive relationships with the adults who teach and care for them, they want to attend school and, while there, can better focus on learning. Understanding the importance of school climate requires a shift in thinking that challenges traditional perspectives and opinions about student behavior and school safety. This presentation offers information and insight about the importance and elements of school climate and how those elements can improve literacy by creating a shift in school improvement and school safety planning.

SESSION K | 622/YKK Meeting Room

Continuous Improvement with Professional Capacity: Recruiting and Retaining Quality Teachers through Induction and Mentoring

The presentation is intended for school administrators. Participants will:

- Learn about continuous improvement systems thinking to maximize Professional Capacity.

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- Connect TKES and LKES to Professional Capacity.
- Develop a common understanding of the importance of attracting quality staff, developing staff through induction and mentoring, ensuring staff collaboration and retaining staff to build Professional Capacity.
- Set goal(s) for 2019-2020 to enhance Professional Capacity in your school.

Initiative, the Well-Rounded Education requirement as outlined in the Every Student Succeeds Act (ESSA) and discuss the relationship to the CCRPI Beyond the Core measure. This session provides a unique opportunity to interact with each of these content area experts.

SESSION L | 622/YKK Meeting Room

Early Literacy and Numeracy Assessments K-3 Keenville and Formatives

Intended for school leaders, this session will provide an overview of the early literacy formative assessments available from the GaDOE (Keenville, GKIDS 2.0, and GKIDS Readiness Check). Information on how these assessments can be used to guide instruction will also be shared.

SESSION M | Room E

Preview Summer Institutes for Literacy Educators

Participants will obtain information about 2019 Summer Literacy Institutes. This session will cover everything from session topics to ongoing learning in GeorgiaLearns.

SESSION N | Room F

Complete the Circle: Fine Arts, Health, Physical Education and World Languages

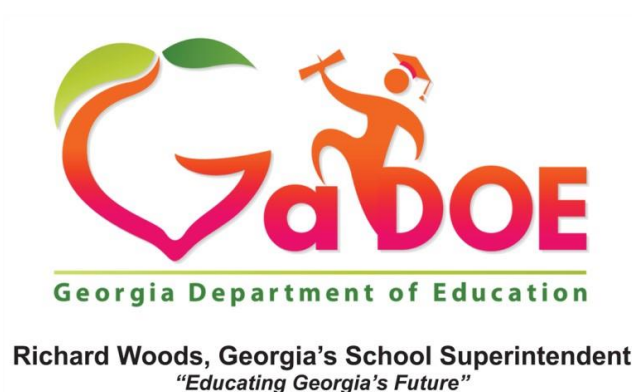
Teachers and administrators will gain insight into multiple content areas that enhance students' academic success and share a strong connection to literacy. Whole Child subjects have their own intrinsic value as well as transcend into other subject areas. Complete this circle and the rewards are many including improved student academic success. This packed session will address the Whole Child

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Thank you for attending the 2019 Winter Literacy Institute. The Georgia Department of Education is pleased to create this partnership between the Georgia Department of Education, the Georgia Elementary School Principals Association, and the Georgia Middle School Principals Association to offer these Winter Literacy Leader Institutes to all Georgia Educators. We feel strongly that we are all in this together, sharing the same love for children and learning that makes us get up each morning and love our life's work. We cannot do it alone. And we have much to do!



Georgia Association of
Elementary School Principals



Georgia Association of
Middle School Principals