

NEW! Cultural Competency All Day Workshop

Monday, June 22, 8:30am - 3:30pm

100. Cultural Competency All Day Workshop

Marty Conaty, Dr. Char Myklebust

PK-12

Monday, June 22, 8:30-3:30

Participants will begin by investigating their own personal frame of reference for the purpose of discovering and understanding potential biases relating to the eight areas defined by MN Statute 122A.187, Subdivision 3

- Racial, cultural, and socioeconomic groups
- American Indian and Alaskan native students
- Religion
- Systemic racism
- Gender Identity, including transgender students
- Sexual Orientation
- Language diversity
- Individuals with disabilities and mental health concerns

Participants will receive 6 CEUs that meet all 8 requirements for Cultural Competency for this **All Day Workshop. (\$130 fee)**

Monday, June 22, 8:30-11:30am

101. Social and Emotional Learning: The Nurtured Heart Approach®

Pat Bethke

PK-12

Monday, June 22, 8:30-11:30am

This acclaimed social and emotional approach continues to be praised for the impact it has on students in schools around the world. It creates positive, respectful and cooperative learning environments. It transforms difficult, challenging and intense behaviors, which opens pathways to learning. Whether you are new to the approach, or plan to re-energize and notch up what you already know, you will leave with enthusiasm, ready to start the school year on a positive note! Be the change your students need. Help them thrive socially, emotionally, and in turn, academically as well. (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

102. Interactive Read Aloud with Accountable Talk

Beth Flottmeier, Elida Kane

K-6

Monday, June 22, 8:30-11:30am

Do not underestimate the importance of the read aloud! Learn planning and teaching strategies to engage students during Interactive Read Aloud with Accountable Talk while reaching crucial ELA standards. Many of our students need an interactive read aloud regardless of their proficiency level. When being purposeful with planning, it can do so much more than we realize! A careful and thoughtful interactive read aloud, paired with accountable and focused talk, allows all students to dive into the deep end of thinking and learning. **If possible, please bring 1-3 potential read aloud books that you might use during the upcoming school year. The presenters will have some books on hand as well for you to use if you should forget. (This session meets the PELSB requirement for Reading Preparation)

103. Fact and Fiction: Engaging the Adolescent Reader

Sara Murr

4-8

Monday, June 22, 8:30-11:30am

This session will focus on interactive strategies that improve student comprehension and are adaptable in a variety of subjects. Tips will include activating prior knowledge, building vocabulary, and interacting with the text (fiction and nonfiction) during and after reading. The instructor will share ideas, tools and handouts that you can easily implement in your classroom to improve your students' understanding of your content area. (This session meets the PELSB requirement for Reading Preparation)

104. Makerspace Playground

Lee Nelson

K-8

Monday, June 22, 8:30-11:30am

Who knew learning could be this much fun? "Makerspace" is the term used for a wide variety of tech-based learning toys that help students make, create, do, wonder, question, and ultimately *learn*, all while having a blast! As a bonus, resiliency skills are strengthened too. It may sound bizarre, but in this course you'll use Makey Makey kits to play online bongo drums by tapping your finger on a carrot stick. You'll use Ozobot, an R2-D2 shaped robot to cruise around your custom created path while it follows your color-coded directions. You'll program a plastic hamster ball toy called Sphero to navigate through an obstacle course. No previous Makerspace experience is necessary - just a positive attitude to have tons of fun while learning. Come join us at the Makerspace Playground!

105. Multi-Tiered Systems of Support & Interventions in the Secondary Level

Carrie Popp

6-10 Beginning Level

Monday, June 22, 8:30-11:30am

New session: Have you ever thought that you need more clarity or understanding on when and how to provide a timely intervention? Or maybe you need to define what an intervention is and how it is different from an accommodation and/or modification. This session will give educators the opportunity to develop the knowledge and skills necessary to equip you in providing the beginning stages of developing meaningful and purposeful multi-tier instruction and interventions. Specifically, this session will provide an overview of MTSS and describe the critical components of multi-tiered instruction and intervention.

106. Book Study: *The Happiness Advantage (The Seven Principles that Fuel Success and Performance at Work)* by Shawn Achor

Jodi Prchal

PK-12

Monday, June 22, 8:30-11:30am

Most people want to be successful in life. And of course, everyone wants to be happy. When it comes to the pursuit of success and happiness, most people assume the same formula: if you work hard, you will become successful, and once you become successful, then you'll be happy. The only problem is that a decade of cutting-edge research in the field of positive psychology has proven that this formula is backwards. Success does not beget happiness. Harvard lecturer Shawn Achor shares seven core principles of positive psychology that each one of us can use to improve our performance, grow our careers, and gain a competitive edge at work. "The Happiness Advantage" will appeal to anyone who wants practical advice on how to become happier and also more successful. You may earn a total of 10 CEUs for the work you complete prior to the session and participation in the book study. For details, visit the Book Study Information link on the SORLA website.

107. Implementing Reading Conferences for Engagement & Individualized Instruction

Laura Ramsborg

K-8

Monday, June 22, 8:30-11:30am

This breakout session will provide attendees with an overview of reading conference (conferring) best practices, as well as opportunities for hands-on application analyzing authentic student conferences to plan individualized instruction. This session is ideal for teachers and instructional coaches who would like to begin implementing reading conferences as part of a literacy block, or who would like to refine their conferring practice in order to more effectively plan for individualized student instruction. (This session meets the PELSB requirement for Reading Preparation)

108. A Preventative Approach to Addressing Trauma, Mental Health and Suicide in the School Setting.

Ashley Rignell

6-12

Monday, June 22, 8:30-11:30am

New session: Almost half of US children have experienced one or more types of serious childhood trauma. Nearly one-third of our nation's children aged 12-17 have experienced two or more traumatic events. Traumatic experiences in childhood significantly increase the risk of long-term mental health issues. Schools are in a unique position to nurture resilience and counter the effects of childhood trauma; however, many of our educational institutions unknowingly re-traumatize traumatized children. In this session, participants will learn about the impact of trauma on mental health and school performance, and how to identify adolescents at-risk of mental health issues, including suicide. Participants will learn practical, research-based strategies to counter the negative effects of trauma and create a school environment that nurtures resiliency, mental health, and positive school engagement. Participants will be provided with the tools to address mental health issues and suicide prevention in their classrooms. (This session meets the two PELSB requirements for Mental Health and Suicide Prevention)

Monday, June 22, 12:30-3:30pm

120. I'm a Trauma Survivor: Hidden Strengths and Challenges Facing MN EL Students

Jeff Caulum

PK-12

Monday, June 22, 12:30-3:30pm

New session: This presentation will present an overview of EL student population in Minnesota; a mini-lesson, putting yourself into the shoes of one of your EL students and being required to produce work; and help you develop age appropriate, useful, practical strategies for the general EL population. We will also study results of a 150-student trauma survey on Minnesota EL students; review characteristics of trauma survivors and resiliency techniques; offer curriculum geared toward safely discussing trauma in our EL students' lives; and, finally, offer a video presentation of several students' survival stories. (This session meets the PELSB requirement for English Learners and Mental Health)

121. Making Movement Matter

Jean Grech

PK-5

Monday, June 22, 12:30-3:30pm

Educators understand that movement is important for students as evidenced by the many movement apps and videos available. However, some types of movement are more beneficial than others. Are your students just wiggling, or are they growing their bodies and brains? In this class, you will learn several Brain Gym movements that students can do as a class or by themselves to improve learning and self-management. A basic review of reflexes will be followed by lots of fun activities that will support physical and neurological development. Please bring a water bottle and dress to move and have fun.

122. Literacy Skills In The Content Areas

Elida Kane

K-8

Monday, June 22, 12:30-3:30pm

New session: Reading and writing skills is a pathway to success in virtually every academic discipline. At its most basic, teaching reading in the content areas is about helping learners make connections between what they already know and new information presented. As students make connections, they create meaning and better comprehend what they are reading. Teaching reading in the content areas, therefore, is not about teaching basic reading skills; rather, it is about teaching students how to use reading as a tool for thinking and learning. In this session, we will examine why utilizing reading and writing skills and strategies in any content area improves learning, and participants will leave with a variety of tools and activities that can be used in a class to improve instruction and learning. (This session meets the PELSB requirement for Reading Preparation)

123. Creating Classroom Interventions that Work!

Matt Krusack

K-5

Monday, June 22, 12:30-3:30pm

Interventions for elementary students made easy! In this hands-on workshop, a nationally certified school psychologist will work with you through the steps of creating successful classroom interventions, from identifying student challenges through the data collection process and beyond. Positive Behavioral Interventions and Supports (PBIS) classroom strategies to the dreaded FBA (Functional Behavioral Assessment) will be discussed. (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

124. Selecting and Sharing Culturally Relevant Texts**Beth Flottmeier, Jennifer Malecha****K-12****Monday, June 22, 12:30-3:30pm**

New Session: Are the texts that you are using in your classroom reflective of the students who are reading them? In this session we will explore the importance of selecting culturally relevant texts as well as considerations to keep in mind when you choose the texts you read, share, or teach. Participants will be asked to be actively involved in the learning through reading and discussion and will have the opportunity to evaluate a variety of culturally relevant texts and learn about the levels of authenticity. (This session meets the PELSB requirement for Reading Preparation)

125. Learn to Code With Scratch!**Lee Nelson****3-10****Monday, June 22, 12:30-3:30pm**

Industry leaders across the globe agree: 21st century students must have an understanding of coding and programming skills. In just three hours at SORLA, you can learn about Scratch: a completely - and always - free, student-friendly, block-based, visual programming language. (No previous coding / programming experience is necessary.) Essentially, Scratch is the digital equivalent of LEGO pieces being snapped together in order to create interactive stories, animations, games and more. Scratch was developed by the MIT Media Lab and has been translated into 70+ languages for its use worldwide. Come to this engaging session to think creatively, reason systematically, and work collaboratively - and leave with ideas about how to inspire your students to do the same!

126. Secondary Literacy Strategies for Content Area Teachers: Help Students Understand Your Text**Laura Ramsborg****7-12****Monday, June 22, 12:30-3:30pm**

Do students struggle to read and make meaning of the text in your class? In this session, you will learn practical literacy strategies to help students comprehend text and visuals that are specific to your content area. You will get hands-on practice applying the session strategies and leave ready to use them in your classroom. Content area strategies will focus on academic language, vocabulary, scaffolded reading experiences, and building background knowledge. (This session meets the PELSB requirement for Reading Preparation)

NEW! Cultural Competency All Day Workshop

Tuesday, June 23, 8:30am - 3:30pm

200. Cultural Competency All Day Workshop

Marty Conaty, Dr. Char Myklebust

PK-12

Tuesday, June 22, 8:30-3:30

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Tuesday, June 23, 8:30-11:30am

201. Mindsets: Building a Culture of Success and Student Achievement

Dr. Stephanie Clark

PK-12

Tuesday, June 23, 8:30-11:30am

Can intelligence be changed? Can a change of mindset improve student achievement? Dweck (2006) described a belief system that asserts that intelligence is a malleable quality and can be developed. Learners with a growth mindset believe that they can learn just about anything. An educator with a growth mindset believes that with effort and hard work from the learner, all students can demonstrate significant growth. Participants will gather resources for building a growth mindset environment in which perseverance can lead to success.

202. Restorative Practices:

Catherine Cranston

PK-12

Tuesday, June 23, 8:30-11:30am

Parents and teachers call it Magic. But it's not magic...it's Circles and using Restorative Practices. I strongly feel my students need to be heard...OFTEN. All of them, not just the confident students who routinely raise their hands. Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. Using Restorative Practices and circles in your classroom will help create a community with self-worth and respect for their peers, their teachers, and their school community. You will leave this session having experienced a classroom circle and know the basic principles of other Restorative Practices! (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

203. Making the Case for Independent Reading

Beth Flottmeier

K-5

Tuesday, June 23, 8:30-11:30am

Why do students need time to read in class? Come on a journey with me to explore the reasons and research behind independent reading time. Learn about how to help students actually read during independent reading time. Conferring is the most differentiated instruction that you can provide for a student. You will leave the session with skills and strategies to make independent reading time purposeful and productive. We will explore the different types of conferring sessions you can have with students to have powerful one on one teaching with students. (This session meets the PELSB requirement for Reading Preparation)

204. Math Strategies That Stick!

Elida Kane

K-6

Tuesday, June 23, 8:30-11:30am

Are you in need of additional best practices and strategies for K-6 Mathematics? During this session you will learn about the progression and connection of grades K-6 mathematics, where and why students struggle, and leave with a plethora of new ideas, tools and strategies that support mathematics connected to MN State Standards.

205. Working with At-Risk Secondary Students**Matt Krusack****6-12****Tuesday, June 23, 8:30-11:30am**

Teens increasingly face mental health challenges in the classroom and the larger society, and the rate of mental health problems in students is rising. What do you do when you learn a child may self-harm? Learn more about what causes trauma in children and how you may respond in your class. In this interactive workshop we will discuss risk factors of child suicide and self-harm, the signals of shown by at-risk students, and your next steps. You will learn to navigate these important factors and connect with resources for use in your classroom. This course is specifically designed for teenage students in mind. (This session meets the two PELSB requirements for Mental Health and Suicide Prevention)

206. Book Study: *So You Want to Talk About Race*, by Ljeoma Oluo**Jennifer Malecha, Laura Ramsborg****PK-12****Tuesday, June 23, 8:30-11:30am**

New Session: This book study is focused on *So you want to talk about race?* by Ljeoma Oluo. Our session will address the racial landscape in America and explore the issues that divide us, as well as consider questions about race that readers are afraid to ask. It will be essential to read this book in its entirety, and come prepared to delve into challenging discussions leading to a shared understanding of what is possible when connections are made through new learning. You may earn a total of 10 CEUs for the work you complete prior to the session and participation in the book study. For details, visit the Book Study Information link on the SORLA website. (This session meets the PELSB requirement for two components of Cultural Competency : 1. *racial, cultural, and socioeconomic groups* and 4. *systemic racism*)

207. Digital Citizenship - a.k.a. "Education Vegetables in a Digital Crack World"**Lee Nelson****K-8****Tuesday, June 23, 8:30-11:30am**

New session: You grew up with word processors, tube TVs, corded / dial telephones and toys that used "D" batteries. Today's students don't know life without personal device touch-screens and games that offer instant gratification (with a reset button if things don't work out). A connected world is all today's youth know. As educators, we must understand that digital citizenship is a real and critical life skill - and it's our job to help teach it. Attend this course for a rich discussion and provocative information regarding today's learners and the digitized world they live and learn in. Walk away with some ideas to implement with your 21st century learners and resources you can share with families - maybe even your own! Become better equipped to help your students navigate life in the digital age!

208. Dyslexia Dig**Anne Wensich****PK-12****Tuesday, June 23, 8:30-11:30am**

New session: Dyslexia sure is getting lots of press lately. Pick up any educational journal, and you'll certainly find an article or two addressing the latest research and policies surrounding this often overwhelming topic! While Anne Wensich is no expert on the topic, she has spent over half her career in the trenches with struggling readers. With Anne as your guide, come along, ask pressing questions, and go in search of the answers for three uninterrupted hours! Anne will provide her knowledge, timely articles, video snip-its, and her ability to guide and organize the thinking of everybody in the room, so that all dyslexia diggers leave with the knowledge and tools to start joining in the conversation! (This session meets the PELSB requirement for Reading Preparation)

Tuesday, June 23, 12:30-3:30pm

220. Book Study: *Waking Up White: and Finding Myself in the Story of Race*, by Debra Irving Dr. Stephanie Clark

PK-12

Tuesday, June 23, 12:30-3:30pm

In her book, Debra Irving, shares the story of her struggle to understand racism and racial tensions. As she unpacks her long-held beliefs about color blindness, being a good person, and wanting to help people of color, she reveals how each of these well-intentioned mindsets actually perpetuated her ill-conceived ideas about race. She also explains why and how she's changed the way she talks about racism, works in racially mixed groups, and understands the racial justice movement as a whole. Participants will explore their own perspective on bias, stereotypes, manners, and tolerance. You may earn a total of 10 CEUs for the work you complete prior to the session and participation in the book study. For details, visit the Book Study Information link on the SORLA website. (This session fulfills PELSB requirement for two components of Cultural Competency : 1. racial, cultural, and socioeconomic groups 4. systemic racism)

221. Restorative Classroom Circles

Catherine Cranston

K-12

Tuesday, June 23, 12:30-3:30pm

Classroom Talking circles are a simple instructional routine that can transform your classroom. Used with intention, circles shape a culture where students practice giving attention to each other and listening to understand. You will experience circles in a step-by-step process that easily transfers into a classroom setting. Teachers who use circles often find that the overall proportion of time dedicated to managing behavior is reduced. You will leave this session with the ability to facilitate a classroom talking circle. (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

222. Using Seesaw to Showcase Student Learning Using Choice Menus

Beth Flottmeier, Jennifer Malecha

PK-5

Tuesday, June 23, 12:30-3:30pm

Are you looking for a way for students to create and have choice in their learning? Look no further than Seesaw. Participants will learn how to use Seesaw to showcase student learning. Seesaw is an online journal that allows students to take photos, videos, draw, label, and share their learning not only with the teacher but classmates and parents as well. We will explore the endless possibilities of student creation, assessment, and communication. Are you looking for ways to give your students voice and choice in your classroom? Choice menus are one way to give students more ownership over their own learning. When to use, what to include, and how to build choice menus will all be used in this engaging session. Come prepared to learn and create! Please bring a laptop or an iPad to this session. **If you are relatively new to Seesaw, this is the session for you.**

223. Enhancing Students' Comprehension of Text

Elida Kane

2-12

Tuesday, June 23, 12:30-3:30pm

The current standards as well as the demand of our world today require that our students have the skills and strategies to think carefully about what they read and hear. In this session, participants will deepen their understanding of critical literacy by actively questioning the stance found within, behind, and among texts. Together we will learn how to guide students to ask questions about representation, marginalization, power and benefit. Encourage your own critical awareness through personal and professional transformation. (This session meets the PELSB re-licensure requirement for Reading Preparation)

224. Working with At-Risk Elementary Students

Matt Krusack

K-5

Tuesday, June 23, 12:30-3:30pm

Children increasingly face mental health challenges in the classroom and the larger society, and the rate of mental health problems in children is rising. What do you do when you learn a child may self-harm? Learn more about what causes trauma in children and how you may respond in your class. In this interactive workshop we will discuss risk factors of child suicide and self-harm, the signals shown by at-risk students, and your next steps. You will learn to navigate these important factors and connect with resources for use in your classroom. This course is specifically designed with elementary and middle school age children in mind. (This session meets the two PELSB requirements for Mental Health and Suicide Prevention)

225. Games Galore

Lee Nelson

K-5

Tuesday, June 23, 12:30-3:30pm

Using little to no materials at all, your students can enjoy awesome games inside or outside the classroom. The games we'll learn about and play in this course can be applied to a variety of content areas and settings. Almost all are non-competitive in nature, and can be used to facilitate team building and promote creativity. You'll walk away with plenty of activities that are easy to set up or use on a moment's notice. There will be ideas for classroom morning meetings, games that will enhance gross motor skills in math, movement driven language arts games and more! Enhance the fun factor of your learning environment by learning to implement engaging, motivating, movement-based and educationally redeeming games!

226. Cultural Competency through Children's Literature

Anne Wenisch

K-12

Tuesday, June 23, 12:30-3:30pm

New session: Want to make an impact on your students that will guide them toward respecting and accepting people whose culture and background differ from their own? What better way than to gently nudge them along with beautifully illustrated and written picture books that do just that? Come to this session ready to relax, hear the notable culturally relevant words from contemporary children's literacy, and discover ways to integrate them into your daily interactions with children. (This session meets the PELSB requirement for Reading Preparation)

NEW! Cultural Competency All Day Workshop

Wednesday, June 24, 8:30am - 3:30pm

300. Cultural Competency All Day Workshop

Dr. Stephanie Clark

PK-12

Wednesday, June 24, 8:30-3:30

Participants will be investigating their own personal frame of reference for the purpose of discovering and understanding potential biases relating to the eight areas defined by *MN Statute 122A.187, Subdivision 3*

- Racial, cultural, and socioeconomic groups
- American Indian and Alaskan native students
- Religion
- Systemic racism
- Gender Identity, including transgender students
- Sexual Orientation
- Language diversity
- Individuals with disabilities and mental health concern

Using short presentations, activities, journaling and simulations class members will have the opportunity to reflect on these biases and the possible impact they could have on students' families and community.

Note: Please bring a journal for personal reflections and dress comfortably for the day. Participants will receive 6 CEUs that meet all 8 requirements for Cultural Competency for this **All Day Workshop. (\$130 fee)**

Wednesday, June 24, 8:30 -11:30am

301. Early Warning Signs of Onset Mental Health Disorders and Suicide Prevention Practices in Young Children

Marty Conaty, Dr. Char Myklebust

K-5

Wednesday, June 24, 8:30-11:30am

New session for younger children: This session will provide an overview of early warning signs of mental health disorders in young children, particularly anxiety, ADD, and Depression and will also discuss strategies to help prevent childhood suicide. Participants will learn to identify the risk factors associated with suicidal ideation and suicide attempts and how to talk with parents and students about depression and suicide. Research-based prevention and intervention skills will be discussed, as well as numerous resources to support students and families. Register for this session if you would like to learn how to support young students who talk about harming themselves or actually commit self-harm. This session qualifies for the MDE mental health and suicide prevention re-licensure requirements. (This session meets the two PELSB requirements for Mental Health and Suicide Prevention)

302. School Challenges and Inclusion for LGBT+ Students

Matt Krusack

PK-12

Wednesday, June 24, 8:30-11:30am

The school environment may be a challenging, and at times intimidating, for Lesbian, Gay, Bisexual, Transgender, and related community (LGBT+) students. Learn about the school experience of these students and the potential impacts on their academics and mental health. Explore how to make the classroom and school a more welcoming place, such as the establishment and impact of Gay Straight Alliance student groups. (This session meets the PELSB requirement for one component of Cultural Competency: *5. gender identity including transgender students.*)

303. Fun with Phonemic Awareness and Phonics

Beth Flottmeier, Julie Mcdonell

PK-12

Wednesday, June 24, 8:30-11:30am

Is the world of early literacy development, phonological awareness, and phonics out of your comfort zone? In this session, participants will develop a basic understanding of the concepts and principles that serve as foundations for early reading success. Join us to learn about core phonics instruction and how to embed word study throughout your literacy block. An opportunity to extend your learning and create and/or curate phonological awareness and phonics resources will be provided. (This session meets the PELSB requirement for Reading Preparation)

304. Do You Have a Classroom Library or a Library Classroom?

Jennifer Malecha

PK-12

Wednesday, June 24, 8:30-11:30am

PreK-12 New Session: Let's get everyone reading! Do your students have voice and choice when it comes to selecting what they read? We know that access to books and the volume of books kids read matters. Come to this session to learn practical ideas to set up your classroom library, exciting strategies to bring it to life, and explore ways to get students fired up about reading. Turn your classroom library into a library classroom! (This session meets the PELSB requirement for Reading Preparation)

305. Classroom HELP!! Hands-On and Self-Regulation-Ideas to Calm, Focus and Ready Your Class for Learning

Colette Ryan

PK

Wednesday, June 24, 8:30-11:30am

Adequate self-regulation is essential to the development of focus, attention, control of emotions, social interactions and daily transitions. Helping students improve their self-regulation can help them to better handle anger issues, anxiety, focus, impulsiveness, play skills, academics, classroom behavior challenges, self-esteem struggles and social troubles. Learn strategies and activities for keeping your class involved and attentive, including sensory break ideas, sensory bins and activities, emotion pictures, visuals and visual schedules. Learn ideas for sensory activities in stations, groups or independent work time and what to put in your calming break areas. Learn some great tools, tips, strategies, and activities related to sensory processing development and emotional regulation. Learn activities for gross and fine motor and visual perceptual. Ask questions and problem solve. I will show you easy things to make for your class...including visuals. (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

306. Building the Bigger Picture: EL Instruction for Today's Classroom

Kristina Streng

K-12

Wednesday, June 24, 8:30-11:30am

New session: Do you find yourself puzzled at how to get your EL students to comprehend what they are reading? Are your EL students quiet during discussions? Let's help all students build the bigger picture in your classroom. We will focus on using the four modalities of speaking, writing, reading, and listening to broaden understanding and increase literacy. While practicing skills, we will learn and have fun. (This session meets the PELSB requirement for English Learners)

307. Let's Confer about Conferring in the Literacy Classroom

Anne Wenisch

2-12

Wednesday, June 24, 8:30-11:30am

When was the last time someone asked you what you were reading? How about if there was a part that confused you or a part that sounded like poetry to your ears? When was the last time you asked your students those questions? Conferring. It's at the forefront of best practice literacy. Why? And, how in the world do you even start conferring with students? How do you keep track of the conversations? How do you know if you are moving students toward lifelong literacy success? These questions will be explored in this session, and just maybe we'll even discover what book you are reading, and why you chose that book! (This session meets the PELSB requirement for Reading Preparation)

Wednesday, June 24, 12:30-3:30pm

320. Early Warning Signs of Teenage Onset Mental Health Disorders and Suicide Prevention Practices

Marty Conaty, Dr. Char Myklebust

6-12

Wednesday, June 24, 12:30-3:30pm

This session will provide an overview of early warning signs of teenage-onset mental health disorders, particularly depression, and will also discuss strategies to help prevent adolescent and teen suicide. Participants will learn to identify the risk factors associated with suicidal ideation and suicide attempts and how to talk with parents and students about depression and suicide. Research-based prevention and intervention skills will be discussed, as well as numerous resources to support students and families. Register for this session if you would like to learn how to support students who are seriously contemplating ending their lives. This session qualifies for the MDE mental health and suicide prevention re-licensure requirements (This session meets the two PELSB requirements for Mental Health and Suicide Prevention)

321. Book Study: *Understanding Texts & Readers: Responsive Comprehension Instruction*, by Jennifer Serravallo

Beth Flottmeier

K-6

Wednesday, June 24, 12:30-3:30pm

Jennifer Serravallo's newest book has finally been published. Let's come together as a book club and discuss all of the strategies presented to make reading workshop a great experience. Using the balanced literacy framework, Serravallo presents strategies for teachers to help students achieve their goals during the interactive read aloud, small group, shared reading and one-on-one lessons. Read the book and come ready to discuss it with your colleagues. You may earn a total of 10 CEUs for completing work before the session. For more information on the book study, please see the book study tab on the SORLA website. (This session meets the PELSB requirement for Reading Preparation)

322. Socratic Seminar: Critical Thinking, Close Reading, & Dynamic Dialogue

Molly Hammel

K-12

Wednesday, June 24, 12:30-3:30pm

Socratic Seminars help students develop critical and creative thinking skills and a deep understanding of complex ideas. Learn to facilitate high-level student discussions through rigorous and thoughtful dialogue, including ways to integrate Seminar with other literacy/English materials and structures. Participants will gain hands-on practice and skills to take back and use immediately in the fall with students. You will also have the opportunity to plan with others who teach the same age range of students, and will walk away equipped with many Socratic Seminar examples and resources. (This session meets the PELSB requirement for Reading Preparation)

323. Reaching Gifted Students in the Regular Education Classroom

Andy Larson

K-6

Wednesday, June 24, 12:30-3:30pm

This session will focus on the way gifted students think and learn, as well as presenting some strategies and activities that you can use to engage them. After having worked with a gifted cluster of learners in my classroom for the last few years, I have found a variety of different ways to connect with these unique learners. We will delve into some of the research behind gifted education, as well as have a round table discussion about things you have done in the class to reach your gifted learners.

324. What Do You Call a Kid Who Reads Graphic Novels?

Jennifer Malecha

4-8

Wednesday, June 24, 12:30-3:30pm

New Session: What Do You Call a Kid Who Reads Graphic Novels? You call them a reader! Graphic novels are an ever popular choice for students of all ages. Are graphic novels okay for students to be reading? Should I teach graphic novels? How do I help my students move beyond just reading graphic novels? This session will focus on how graphic novels can boost literacy and provide suggestions for how they can be used in classrooms to get students reading more and how they can be used as a springboard to reading other genres and more complex texts. (This session meets the PELSB requirement for Reading Preparation)

325. Classroom HELP

Colette Ryan

K-5

Wednesday, June 24, 12:30-3:30pm

Adequate self-regulation is essential to the development of focus, attention, control of emotions, social interactions and daily transitions. Helping students improve their self-regulation can help them to better handle anger issues, anxiety, focus, impulsiveness, academic performance, classroom behavior challenges, self-esteem struggles and social troubles. Learn strategies and activities for keeping your class involved and attentive, including sensory break ideas and cards, emotion cards, visuals and visual schedules and ideas for kids to understand their sensory needs and dislikes and how it affects their behavior. Learn ideas for hands-on and sensory activities in stations, groups or independent work time and what to put in your sensory calming break areas. Learn some great tools, tips, strategies, and activities related to sensory processing development and emotional regulation. You will receive ideas that will help your students improve learning by using strategies that can help with self-regulation, sensory processing, classroom environments, organization, handwriting, fine motor, gross motor, visual perception - and anything else OT related to help your entire class. Ask questions and problem solve. (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

326. Running Records 101

Anne Wenisch

2-12

Wednesday, June 24, 12:30-3:30pm

New session: If you took the Running Records 101 class this year or last year, or if you know how to take a running record but you are ready to move to the next level, this is the class for you! We will spend the class time analyzing running records and discussing what the information is telling us. We will discuss prompts, teaching points, and lesson possibilities for students who are showing us what they need in this all too important formative assessment! (This session meets the PELSB requirement for Reading Preparation.)

NEW! Cultural Competency All Day Workshop

Thursday, June 25, 8:30am - 3:30pm

400. Cultural Competency All Day Workshop

Dr. Stephanie Clark

PK-12

Thursday, June 25, 8:30-3:30

Participants will be investigating their own personal frame of reference for the purpose of discovering and understanding potential biases relating to the eight areas defined by *MN Statute 122A.187, Subdivision 3*

- Racial, cultural, and socioeconomic groups
- American Indian and Alaskan native students
- Religion
- Systemic racism
- Gender Identity, including transgender students
- Sexual Orientation
- Language diversity
- Individuals with disabilities and mental health concern

Using short presentations, activities, journaling and simulations class members will have the opportunity to reflect on these biases and the possible impact they could have on students' families and community.

Note: Please bring a journal for personal reflections and dress comfortably for the day. Participants will receive 6 CEUs that meet all 8 requirements for Cultural Competency for this **All Day Workshop. (\$130 fee)**

Thursday, June 25, 8:30-11:30am

401. Responding to Trauma: Using Mind-Body Practices to Engage Learners

Kathy Flaminio, Chrissy Mignogna

PK-12

Thursday, June 25, 8:30-11:30am

New session: Using knowledge of trauma, adverse childhood experiences (ACE's) and mental health diagnoses, participants will experience and explore the power of mind-body interventions for self-regulation, focus, community connection and overall well-being. Through hands-on learning, reflection and discussion, participants will learn simple breathing exercises, regulating movement and social/emotional skill development activities for regaining a sense of safety and stability in the body. Walk away with a few key strategies for how to integrate mindfulness and movement as a powerful tool of healing and learning for yourself, your students and families. (This session meets the requirement PELSB for Positive Behavioral Intervention Strategies)

402. Book Study: *Engaging Students with Poverty in Mind* by Eric Jensen

Beth Flottmeier

PK-12

Thursday, June 25, 8:30-11:30am

Drawing from research, experience, and real school success stories, *Engaging Students with Poverty in Mind* reveals: 1) Smart, purposeful engagement strategies that all teachers can use to expand students' cognitive capacity and increase motivation and effort 2) The unwritten rules for engagement that are essential for increasing student achievement and 3) How automating engagement in the classroom can help teachers use instructional time more effectively and empower students to take ownership of their learning. Read the book and come ready to discuss how you will and can engage our students that are living in poverty. You may earn a total of 10 CEU's for the work you complete prior to the session and participation in the book study. For details, visit the Book Study Information link on the SORLA website. (This session meets the PELSB requirement for two components of Cultural Competency: *1. racial, cultural, and socioeconomic groups 4. systemic racism*)

403. A Crash Course in Supporting English Learners

Sara George

K-12

Thursday, June 25, 8:30-11:30am

Teachers of learners in grades K-12 will learn about what they can do to support speakers who are learning English as an additional language. We'll look at common concerns for newly arrived English learners and explore how teachers can support the content area learning and the English language development for all English language learners. We'll explore the language acquisition process, culture shock, and how to support learners as they adjust to school in a new country. (This session meets the PELSB requirement for English Learners)

404. Strategies for Teaching Respectful and Responsible Behavior

Louise Griffith

6-12

Thursday, June 25, 8:30-11:30am

Build more positive teaching moments into your day! Experience more of why you went into education. Drawing on the Cooperative Discipline model, you will leave this session with intervention strategies for the moment of misbehavior as well as encouragement strategies that can redirect misbehavior and call forth innate strengths of children. The concepts are timeless, practical and life-giving to both student and teacher and applicable to one's life outside of the classroom. Be the change and be the bright shining light YOU are! (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

405. Engaging Students with Text Grades**Jennifer Malecha, Laura Ramsborg****4-12****Thursday, June 25, 8:30-11:30am**

Have you ever struggled to get students to read, write and talk about an assigned text? In this session we will dive into the work of Kylee Beers and Bob Probst from their books *Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies* and *Disrupting Thinking: Why How We Read Matters*. You will learn and practice simple reading strategies that are designed to get students talking and writing about text. You will leave this session with practical strategies that can easily be implemented in any content area and with any reading assignment. (This session meets the PELSB requirement for Reading Preparation)

406. Incorporating Developmental Writing Principles into Early Childhood and Early Elementary Classrooms**Barb Moen, Sally Schumack****EC, ECSE, K-2****Thursday, June 25, 8:30-11:30am**

New session: Have you heard about Handwriting Without Tears? Heard there are a lot of materials and they are expensive? Want to try alternative ways to teach early writing skills? Looking for foundational motor development that promotes handwriting? If you answered yes to any of these questions, this is the SORLA class for you! Come and learn how an ECSE teacher and an Occupational Therapist use strategies from this program to get kids started using great writing habits, incorporate literacy and develop fine and visual motor skills. There is also music that correlates with activities and strategies. This program is fun and has made a tremendous difference with kids, especially those that struggle with motor activities.

407. Learn more by using the great outdoors!**Jodi Prchal****K-12****Thursday, June 25, 8:30-11:30am**

We will go outside and experience activities that you can use with your homeroom or even in a middle school setting! All subject areas will be covered and we will end with tips on where to obtain free materials to make this feasible!

408. Study Buddies**Diann Selin****K-2****Thursday, June 25, 8:30-11:30am**

Once upon a time children read, 'once upon a time.' Then our world got more complicated, and children started reading less. ~ *The Friend* by Sarah Stewart. 'Reading is the gateway to all knowledge.' ~ *Krista Bethke*

Help students become breath-taking readers! In this Study Buddies workshop we will explore ways to use volunteers to motivate early readers to think about how they read, to develop and enhance strategies to become efficient readers, and to make reading more than something people did once upon a time. (This session meets the PELSB requirement for Reading Preparation)

409. Running Records Beyond the 101**Anne Wenisch****K-4****Thursday, June 25, 8:30-11:30am**

New session: If you took the Running Records 101 class this year or last year, or if you know how to take a running record but are ready to move to the next level, this is the class for you! We will spend the class time analyzing running records and discussing what the information is telling us. We will discuss prompts, teaching points, and lesson possibilities for students who are showing us what they need in this important formative assessment! (This session meets the PELSB requirement for Reading Preparation)

Thursday, June 25, 12:30-3:30pm

420. Igniting Social Emotional Learning through Mindful Movement: A Tiered System Approach

Kathy Flaminio, Chrissy Mignogna

PK-12

Thursday, June 25, 12:30-3:30pm

New session: Explore the impact of trauma and stress on the brain and body using mind-body interventions. Participants will have the opportunity to experience the self-regulation practices of breathing, movement and rest for more in-depth understanding of Social Emotional Learning (SEL) competencies. Using a Tiered system approach, experience the simplicity of integrating these practices as a Tier 1 intervention for all students, and Tier 2 and 3 specific practices to integrate into the classroom and 1:1. These mindfulness foundations foster self-awareness, connection and overall well-being. Walk away with a structure for integrating these strategies immediately into your work. (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

421. Book Study: *Culturally Responsive Teaching & the Brain* by Zaretta Hammond.

Beth Flottmeier, Laura Ramsborg

6-12

Thursday, June 25, 12:30-3:30pm

New session: This book study is focused on *Culturally Responsive Teaching & the Brain* by Zaretta Hammond. Our session will explore the key components of the book, including levels of culture and what culture has to do with your teaching, as well as how to use brain-based research to support culturally responsive instruction. You'll leave this session with a clear understanding of culturally responsive teaching, and the resources to implement brain-based instructional strategies for culturally and linguistically diverse students. This session is ideal for teachers, instructional coaches, and administrators who work with diverse student populations and/or who would like to gain a deeper understanding of culturally responsive teaching. You may earn a total of 10 CEUs for the work you complete prior to the session and participation in the book study. For details, visit the Book Study Information link on the SORLA website.

422. Building Academic Vocabulary with English Learners and All Learners

Sara George

5-12

Thursday, June 25, 12:30-3:30pm

New session: Teachers in grades 5 -12, explore activities and strategies to help all learners differentiate between social language and academic vocabulary in speaking and writing. Find new ways to help learners in middle school and high school own new vocabulary words and write in scholarly responses. We'll explore how these specific strategies assist English learners and all learners working to develop their academic register. (This session meets the PELSB requirement for English Learners.)

423. Strategies for Teaching Respectful and Responsible Behavior

Louise Griffith

PK-5

Thursday, June 25, 12:30-3:30pm

Build more positive teaching moments into your day!

Experience more of why you went into education. Drawing on the Cooperative Discipline model, you will leave this session with intervention strategies for the moment of misbehavior as well as encouragement strategies that can redirect misbehavior and call forth innate strengths of children. The concepts are timeless, practical and life-giving to both student and teacher applicable to one's life outside of the classroom. Be the change and be the bright shining light YOU are! (This session meets the PELSB requirement for Positive Behavioral Intervention Strategies)

424. Spice It Up With Science Zingers!**Jodi Prchal****K-12****Thursday, June 25, 12:30-3:30pm**

New session: I will demo a wide variety of simple activities using common materials that will jazz up your homeroom, science class or morning meeting or to grab attention before a lecture. The students will be wondering how and why and you will have the answers! We will also do a make and take so you will have some samples to take home!

425. Developing Critical Thinking Readers**Diann Selin****K-2****Thursday, June 25, 12:30-3:30pm**

Author of [Stepping Stones, A Pathway To Critical Thinking](#), Vera Schneider, says that “before students can read they need to examine relationships, discover patterns and sequences, make inferences and use logic to solve problems they encounter every day.” These are strategies that need to be taught explicitly to students in order to develop critical thinking skills. Critically thinking readers discover information and ideas within a text and evaluate the evidence found. Then, they decide what to do with that evidence. Metacognitive strategies, once learned, make critical thinking happen. We will discuss these kinds of strategies and how they can be effectively integrated into what you are already doing with your students. (This session meets the PELSB requirement for Reading Preparation)