



# Preliminary Conference Program



**February 21-22, 2019**  
**Arlington, TX**

**Welcome to LLI Southwest!**

LLI Southwest is an annual gathering of educators from across the country at The Oakridge School in Arlington, TX to teach, share, network, and learn together. LLI Southwest is focused on practical tools and resources for educators, and on creating collaborative connections that last well beyond the conference.

Through active learning workshops - in which educators work together to learn new skills and gain new resources - and fishbowl classrooms - the most authentic professional development out there, where teachers observe other teachers working with and teaching students, and then reflect on the process and share their ideas - LLI Southwest is offering more than just another professional development. Teachers who learn and share at LLI Southwest and other Lausanne Learning conferences are gaining experience, connections, practical tools and resources, and so much more.

This is a listing of the workshops at LLI Southwest, with a short description and speak for each, as well as the intended audience. Stay tuned for the final schedule and exciting conference activities and opportunities!

With any questions, please always feel free to reach out to me, Lausanne Learning Coordinator, via my contact information below. I look forward to meeting you at LLI Southwest in February, 2019!

Sincerely,

A handwritten signature in black ink that reads "Amber Anna Colvin".

Amber Colvin  
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*Key: EC (Early Childhood), LS (Lower School), US (Upper School), AD (Administration), ATH (Athletics), Counselors (College and All Level Counselors)*

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### **Playground to Podium-Implementing a Long Term Athletic Development Model**

This session will describe all the benefits and strategies to break down barriers of implementing a LTAD model within each schools PE and Athletics settings. You will learn how to create a "Road Map" for each child on their journey to physical literacy, physical fitness, and a lifetime of activity. You'll see how to identify any gaps or missing pieces to the puzzle of getting students/athletes to achieve their maximum potential. Participants will be provided tools necessary to implement a LTAD model within their school setting.

EC, LS, MS, US, AD, ATH

*Joseph Juarez, All Saints Episcopal School*

### **Igniting the Entrepreneurial Mindset**

Giving students opportunities to go beyond business principles to actually creating and running businesses builds numerous skills they need today. See how empowered students build their own businesses from 1st grade to senior year. You will leave with ideas and practical examples of how to give your students agency and build an entrepreneurial spirit that will guide them into the future.

LS, MS, US

*Crissy Huffman, All Saints Episcopal School*

### **Joyous Lessons,,,,Using Nature to Excite, Inspire and Engage**

A simple walk outside can generate many teaching opportunities for all disciplines beyond the textbook and lesson plan. Learn how to work with the outdoor environment as a classroom and teaching media and how to work with experience-based learning and sensory awareness as a support for learning in school

EC, LS, MS, US

*Karen Lanford, All Saints Episcopal School*

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## **Investigating How Warm Air and Cold Air Move**

Through personal observation with a punk stick and opposing temperatures, students use inquiry to learn how hot air and cold air move, and how their interactions with each other create wind and unstable air masses.

LS, MS

*Carol Lee, All Saints Episcopal School*

## **Not Just a Cafeteria: Learning and Innovation in Your Largest Classroom**

A school's cafeteria is so much more than a place to fill a belly.... The cafeteria is a place to break bread and to validate the value of community day in and day out. A cafeteria has all the subjects under the moon with tangible-real life lessons in every corner. It's a place where one can re-shape eating habits for our future leaders and appreciate the beauty of food and offer better eating habits. It's a place where students and teachers can be vulnerable and practice risk taking by tasting Brussels sprouts. Did you ever think that tasting a Brussels sprout can encompass the world of jumping out there and taking a risk and how important is it for our generations to come to learn that risk taking is an invaluable life lesson.

EC, LS, MS, US, AD, ATH, Counselors

*Michael Brady, All Saints Episcopal School*

## **The Art of STEAM**

The term STEM (Science, Technology, Engineering and Math) has been a buzz word in education for quite some time. However, in some places, STEM is being replaced with STEAM, adding Art to the equation. Why? What's the benefit to students? Participants will gather ideas for incorporating design and creativity in their curriculum and discuss why the Arts are not just a fun addition – they're a necessary component of science, technology, engineering and math curriculum.

LS, MS, US

*Amanda Adair, All Saints Episcopal School*

## **Applying Modifications to Diverse Learners**

Each classroom contains a wide range of learners and learning styles. Join us as we model adapting a lesson to the needs of individual students at vastly different levels. Through our lesson we will ensure each scholar participates and comprehends at an appropriate level for their continued success. Our lesson will include students from both elementary and high school levels to simulate the variety of academics found in most classrooms. We begin with whole group introduction before breaking into smaller ability level grouping for hands on learning. While our student directed lesson focuses on science, we hope teachers learn to apply modifications and accommodations appropriate for every subject area.

LS, MS, US

*Jessica Bialowis, Bridge Builder Academy*

## **Sample Size in Minecraft**

This year marked an interesting opportunity for mathematicians and data geeks like me. The midterm elections meant there was a lot of work going on collecting and analyzing data as well as trying to derive meaning from that data. I asked my students to take on the role of a polling data analyst for a political campaign and write a letter to a candidate analyzing polling data in their race. This is the lesson I used to start the midterm elections project in my Algebra 1 class. We used a pre-made Minecraft Edu world we found online (edited to fit our need) and some google forms to engage the students in a discussion around sample size and sampling of data to draw conclusions with relative certainties. In many ways this is a large hook for a larger project and a fun way to start exploring polling, sampling, and data in general.

MS

*Robert Huber, Casady School*

## **From Traditional Comments and Skills to Digital Learning Journals**

How can elementary teachers best utilize student digital learning journals to build portfolios of work authentically reflecting the development of curricular skills? Can these digital artifacts transform the traditional narrative feedback provided to parents by classroom teachers? This active learning session will introduce participants to the ways teachers in the Lower Division at Casady School are using the "Skills View" in Seesaw Learning Journals. In addition to learning about the goals and professional development / coaching supporting our 2018-2019 iPad Seesaw Skills Pilot Project, participants will view, discuss and evaluate a variety of Casady student artifacts included in their Seesaw learning journals. Participants will also have an

opportunity to participate in a Seesaw activity tied to the Skills View, to gain a deeper understanding of how these tools can be used to document student demonstrations of learning as well as skills assessment.

LS, AD

*Wesley Fryer, Casady School*

### **The Seashell Game: Introducing Poetry Writing through Haiku**

Haiku captures the essence of poetic art in a single gesture, a single breath, making it an ideal tool for introducing the art of poetry writing. Although hard to master, the principles of haiku composition can be quickly introduced. In this session I'll teach the basics of haiku writing: delineating the form, examining classic examples, and discussing principles of traditional Japanese aesthetic. Students will then compose their own haiku. Afterwards the class will explore the haiku aesthetic by way of the Seashell Game, a competition wherein the students discuss and judge pairs of poems in successive rounds. In the end the author who has written the strongest poem, as judged by the class, is named the Haiku Master. Through the process of conversation and the exercise of critical judgment, the whole group becomes attuned to the excellences achievable through the form. I have used this game for the past ten years to introduce poetry writing to my sixth grade class, and the result has always been the same: the students write some excellent poems, they thoroughly enjoy the competition, and they acquire a deeper appreciation of art.

MS

*Gary Nied, Cistercian Preparatory School*

### **Implementing Digital Game-Based Learning Inside and Outside the Classroom**

What does the most underperforming student you instruct have in common with your most engaged, intrinsically motivated superstar? They'd both probably rather play a favorite video game than do anything related to school. Some students choose the video games over the school work, and their academic performance suffers as a result, but even the most accomplished high school academic more than likely quiets the digital impulse just long enough to complete his or her classroom assignments before it's game time. So why don't we commandeer these games as part of our curriculum? The truth is video games are immersive, and more studies are highlighting video games' effectiveness in encouraging spatial awareness, problem-solving, collaboration, and good old-fashioned content memorization--in short: video games invite the appropriation of hard and soft skills that instructors struggle to impart with standard classroom activities. For at least the last 3000 years, a procession of innovations--the

pen, affordable paper, the bound book, the novel itself, the printing press, the computer, the internet—a procession of innovations has conspired to crumble educational orthodoxy's firm bedrock, in each case, leaving teachers to toil with and then adopt these inventions as part of a new, more stable classroom foundation. No self-respecting modern educator would argue for a school without the books or ballpoint pens that so dominate common conceptions of rigorous academic endeavor, but at one point, educators considered these as distractions to actual learning. So the question is: how, exactly, do we leverage the benefits of video games the way we have before with the other landscape-altering contraptions? And do we allow digital gaming to alter our conception of education, of learning itself? This session will feature a demonstration of best practices involving current, popular video games as well as a preview of an AP English standards-based digital RPG.

MS, US

*Nicholas Dressler, De Smet Jesuit High School (St. Louis)*

### **Design Thinking with Hyperdocs**

Navigating project teams through the Design Thinking Process can have an array of organizational challenges. By utilizing Hyperdocs, teachers can create an environment for students that assist them in understanding and learning the process of design thinking.

LS, MS

*Katie Robinson, Episcopal Collegiate School*

### **Make Thinking Visible with Google Slides**

We all know how to create presentations with Google Slides, but what if I told you that Slides can be used for so much more? This session will introduce participants to some of the unique features of Slides that engage students and unlock their thinking.

LS, MS, US

*Katie Robinson, Episcopal Collegiate School*

### **Media Processing Strategies**

Many educators see using video and audio segments in the classroom as passive learning. That doesn't have to be the case! Students are often able to locate information on the internet, but don't know what to do with the information once they have it other than simply copy it or

skim. Help your students learn to process and synthesize information from multiple sources. In this fishbowl session, several different processing strategies will be demonstrated for use with print media as well as video and audio media. Short, quick strategies suitable for lesson introductions and conversation starters will be used as well as longer format strategies designed to encourage synthesis and deeper thinking. Materials will include copies of all strategies as well as online resources for accessing even more.

LS, MS, US

*Cindy Barnes, Good Shepherd Episcopal School*

### **Twitterer, beware: Propaganda in social media**

Even though most high school students are not yet voting, they have political opinions, and they take political action—whether they know it or not. In this session, I will guide teachers through the steps I take to awaken my students to their own political ideas and to interrogate how they act upon & speak about politics.

MS, US, AD

*Joel Garza, Greenhill School*

### **Developing Professional Learning Communities**

Time is a precious commodity in a school, which means finding opportunities to travel for PD or gather and learn together can be challenging. Come learn how Creating collaborative learning communities for your faculty and staff gives them the opportunity to be the leader, where they can share what's happening in their classroom or area of expertise in a powerful but time efficient way. Lauren Marold and Maggie Parry implemented a collaborative learning community, called Think Café, in the Greenhill Lower School and it quickly spread across PK-12. You will go through a process that builds ideas for creating a CLC on your campus and walk away with practical ways to start using our easy get started toolkit.

EC, LS, MS, US, AD, ATH, Counselors

*Lauren Marold, Greenhill School*

## **Harkness the Power of Discussion**

This session will model the Harkness Method from Philips Exeter Academy. After participating in our own Harkness discussion, we will reflect and discuss what helps and what hinders Harkness conversation. We present and brainstorm practical ways to implement Harkness in the classroom as an instructional strategy and as an assessment method.

LS, MS, US AD

*Egypt Armstrong, Houston Christian*

## **Teaching for the Future**

How are you teaching the 'soft-skills' of the future world: critical thinking, team collaboration, and interpersonal relationship skills? The workforce is changing, and how we teach needs to be relevant to the future we are sending our students to. Join us for an opportunity to distinguish between group work and teamwork, learn how to give every student a voice, and create an environment where every student has a role and is empowered to participate for the team.

EC, LS, MS, US, AD, ATH, Counselors

*Jennifer Jones, independent educator*

## **Sentence Imitation and Grammar Dice: Two Models for Teaching Grammar through Deliberate Practice**

Grammar. A word that evokes for many the thought of worksheets, sentence diagrams, the drudgery of "drill and kill." A dynamic, learner-centered approach to teaching this subject, however, reveals that grammar is anything but dull, and that students have exciting creative abilities when it comes to crafting sentences. With demonstrations of two activities, this Fishbowl Session will give observing teachers a glimpse of engaging ways to teach grammar, and hopefully provide inspiration for activities they can implement in their own classrooms. With sentence imitation, students are given an author's sentence as a model to analyze and emulate. This activity combines the learning of new sentence structures with the practice of their creation: as students discover the abundant possibilities of the sentence, the myriad patterns at their disposal, they hone their ability to recognize a sentence's different parts and perform similar movements in their own writing. In imitating the masters, they realize their own potential. The teacher, meanwhile, weaves into one lesson the skills of grammar, writing, and even close reading. With grammar dice, grammar is the name of the game! In a similar movement blending content and skills, this activity will bring a spirit of competition, energy, and fun to any English class. In this game, students race to produce sentences containing any variety of sentence

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structures, parts of speech, or punctuation. Teachers seeking ideas to enliven a grammar lesson need only roll the dice.

MS, US

*Ian Berry, Jesuit Dallas (English Department)*

### **Boost Critical Thinking with R.A.W. Skills**

This session is designed to help teachers boost their students' critical thinking with reading, annotating and writing (R.A.W.) skills.

LS, MS, US

*Delmetria Millener and Shunta Spencer, Lancaster High School*

### **Grades Ain't Nothing But a Number**

This workshop is designed to help teachers, administrators and all stakeholders in a child's education to shift their focus from being driven by data to being motivated by growth.

LS, MS, US

*Shunta Spencer and Delmetria Millener, Lancaster High School*

### **Reaching Abstract Learners**

We all have students in our classroom who learn differently. In this session, learn how to address diverse learners and reach them in abstract ways. You will have an opportunity to experience different learning styles directly, and learn tools to reach your difficult learners.

LS, MS, US, AD, Counselors

*Samantha Douglas, Lausanne Collegiate School*

### **Building a School Culture of Mindfulness**

In today's accelerated culture, students and teachers need to cultivate social and emotional skills to succeed both inside and outside of the classroom. Featuring the Lausanne Collegiate School Head of Middle School and mindfulness expert, Greg Graber, Middle School Counselor

and SEL specialist Courtney Veazey, and Julie Cooper, Middle School Student Life Coordinator, this session will give you the tools to start a successful mindfulness program at your school.

LS, MS, US

*Greg Graber, Julie Cooper, and Courtney Veazey, Lausanne Collegiate School*

### **Creating Culture in the Classroom**

What if you walked in the first day of class wearing a ball cap, whistle, and clipboard. "I'm your coach. Your performance is the focus. My job is to help you get better. We're going to learn to think critically and creatively." Use active learning to make your classroom a more effective, more engaged, and more interesting place! This is exactly how I approach my classroom. As a football and track coach, I use the same strategies in the classroom that I use on the playing field. The greatest teacher John Wooden was also one of if not the best basketball coach. Wooden thought coaching was teaching. His method was to present a model performance, observe how players performed, and then intervene to highlight errors and show ways to correct them. His teaching started with carefully planned practices. He kept track of how warm-ups, demonstrations, corrections, and exercises worked. Our classrooms and labs are a long way from Wooden's practices. But shouldn't they be more alike? Shouldn't they be learning spaces where students can try, fail, and be instructed? What I learned from the Coach and Brian Kight was the necessity for a teacher to enter the learners' experience. A need to observe and listen until we know their strengths, weaknesses, and uniqueness. E+R=O

MS, US, AD, ATH

*John Weaver, Madison-Ridgeland Academy*

### **Addressing Implicit Association: It's Not You; It's Me**

Do you expect every student to succeed? What happens when you don't? In today's charged political climate, it's important for teachers and students to recognize and neutralize implicit associations. Implicit associations are unconscious assumptions; they can be positive or negative, and they happen automatically. These snap judgments date back to our time as cave-dwellers when we needed them to survive, and yet they've stayed with us into the digital age, fueled by the powerful forces of cultural norms and media-driven perceptions. Join this session and learn to collaborate in safe, equitable learning environments in which leaders and learners are empowered to spot, analyze, and disrupt and neutralize the impact of unconscious bias. This session demonstrates classroom-ready activities and offers free digital tools with shareable research. This session is for the disruptors and is not for the faint of heart. It's for students and educators with the courage to expose and examine their own vulnerabilities. It's

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designed for leaders who are willing to have uncomfortable conversations together and with their students in order to evolve their classrooms.

LS, MS, US, AD, ATH, Counselors  
*Danielle Filas, Presbyterian School of Houston*

### **The more you know, the more you grow!**

Come and take a look at a classroom without walls. How can you take an outdoor space, such as a garden, and transform it into a student learning space that not only increases their knowledge of nature, but also their understanding of curricular content? At St. Philips' we have done just this through "Our Community Garden". Experience our investigation stations and garden service projects as well as collaborate with us and other participant to create a space similar to this on your campus.

EC, LS, MS  
*Gwen Barjon, Saint Philips School and Community Center*

### **English is PHUN!!**

Attendees will be actively involved through music, chanting, recitation of a question and answer flow, followed by identifying parts of speech accurately. This will lead into creating sentences with the knowledge acquired and then revise their sentence. The academic words of synonym and antonym, and prepositional phrase will become standard use in the effort to revise their sentences. Writing will be the next step in this process. Taking students, reluctant writers to accomplished writers, and teaching them how good sentences will lead to good paragraphs and eventually to good papers. Once the session is complete the attendees will walk away with materials in their hand that can be used upon return to their classroom. Also, if attendee is a curriculum coach they will leave with ideas on how to strengthen their current curriculum.

LS, MS  
*Johnny Holcomb, Shurley Instructional Materials*

### **Design Literacy for Better Visual Communication**

Colors, fonts, and pictures, oh my! A presentation's message can get lost in a sea of bright colors, fun fonts, and too many pictures. Join Dr. Alexandra Baird, a 14-year classroom teacher and 4-year Technology Coach, in this hands-on session where you will use Canva, a tool that

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makes graphic design and photo editing simple, to explore a few basic design literacy guidelines. Applying design literacy guidelines for typography, colors, and images will help you and your students design better visuals that will more effectively communicate what they know, think and feel to make their audience take notice, understand the message, and take action.

LS, MS, US

*Alexandra Baird, St. Andrew's Episcopal School*

### **Keeping Up With The Times: Using Current Events and The New York Times Learning Network to Improve Student Writing, Enhance Communication Skills and**

The New York Times Learning Network is a hidden gem. Come find out how two experienced teachers tap into and effectively apply the rich resources available including lesson plans, visuals, graphs, writing prompts and contests to engage their students and build their communication skills and their civic engagement.

MS, US

*Karen A Gold, The Governor's Academy*

### **Tinkering + Technology: Innovate Your Makerspace**

Introduce children to tinkering! Walk through a thinking routine published by Harvard's Project Zero that leads students in taking apart low-tech objects, redesigning them, and adding simple, circuit technology to create their own designs. You will walk away with confidence in your tinkering abilities and a unit ready to implement in your makerspace curriculum!

LS

*Jessica Varela, Maggie Perry, The Lamplighter School/Greenhill School*

### **Using a Diversity Book Audit to Bring Instructional Texts to Light**

In the past few years, there has been excellent conversation around increasing diversity in children's literature. Initiatives such as We Need Diverse Books and #1000blackgirlbooks have brought these issues to light, and we're all working hard on this in our classrooms. Right? A diversity book audit will help you (and your students, too!) find out if your intention is matching your effect. Are we truly creating classroom libraries, learning experiences, and syllabi that reflect the students we teach and the communities in which we teach? This session will explore

these topics and provide practical tips, resources, and ideas for conducting diversity book audits in your own classroom and school.

EC, LS, MS, US, AD, ATH, Counselors  
*Becky Walker, The Lamplighter School*

### **Catalysts for Creativity**

Students need to see creativity as a learnable skill that they can develop, improve with practice, and apply in the classroom and beyond. Teachers can foster this mindset by breaking down the creative process, immersing students into projects that challenge them to be creative, exposing them to different examples of creativity, helping students assess and reflect on their creativity, and praising students when they use creative strategies and grow as creative thinkers. This presentation will include multiple examples of different types of creativity catalysts to use with all age levels and in all types of classrooms

LS, MS, US  
*Claire Reddig, The Oakridge School*

### **Pets in Print: Adding Art to Any Classroom**

Kids love their pets! This is an opportunity for students to create a unique portrait of their pet or their "dream pet" using a print plate they design. All students will make their own printing plate, use the plate to print colorful images of their pet (reminiscent of Andy Warhol's soup label art) by applying ink with a brayer. Students will learn about famous printmakers and gain the skills involved to create unique, personalized designs. Best part? You can use this activity and the ideas behind it in any classroom!

LS  
*Renay Levisay, The Oakridge School*

### **Writing in the MakerSpace**

MakerSpace projects are powerful tools that give students real-world experiences to use as the basis of their writing assignments. Since MakerSpace projects often encourage creativity, critical thinking, collaboration, and troubleshooting, students can reflect on their experiences through writing assignments that challenge them to think about the process of making and their own growth. MakerSpace projects also provide authentic tasks and audiences that increase student

engagement and ownership. This presentation will include multiple examples of makerspace projects and writing assignments and advice on how to incorporate them into your curriculum regardless of whether or not there is a Makerspace on your campus.

LS, MS, US

*Claire Reddig, The Oakridge School*

### **The Student Entrepreneur: A Corporate Classroom**

Students in the Integrated Media Program at The Oakridge School take the learning into their hands as they work with businesses from across the DFW area to create marketing materials for their companies. Students meet with clients, set deadlines, create logos, websites, and commercials - all with real-world consequences and rewards. Watch this unique class in action and see what happens when the students run the show!

MS, US, AD

*Melissa Triebwasser, The Oakridge School*

### **The Perfect Recipe for the Perfect Paragraph**

(rewrite description and abstract) The best way to a child's brain is with cooking! Kids love to cook and nearly anything can be taught in the kitchen. Even the difficult task of writing can be made less painful with some cooking stirred in; come watch the Cooking Mama work her magic teaching students to be creative, take time to go the extra mile, and brew up something extra special.

LS

*Kathy Jo Rogers, The Oakridge School*

### **Incorporating Computational Thinking Activities in the Classroom**

Preparing students to be successful for 21st century living involves them being able to approach solutions to problems by taking advantage of computational resources. The ability to successfully do that is a skill that is in great demand, but not often experienced in the average K-12 classroom. During this session, you will see students of varying age levels be led in a computational thinking activity and discussion without needing to have any experience in computer programming or upper level mathematics courses. Successful strategies on incorporating computational thinking in a classroom of various levels will be shown and modeled

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LS, MS, US

*Kymerly Ayodeji, The Oakridge School*

### **Quarter Long Projects**

The sixth and seventh grade math classes have projects to work on throughout a quarter. The first quarter for the sixth grade involves a cross-curricular project on constellations. The second quarter, both grade levels create powerpoint presentations over assigned chapters. They will present these slides the week before exams. During the third quarter both grades create age appropriate math games for kindergarten and first grade students.

LS, MS

*Gail Roe, The Oakridge School*

### **Integrating Soft Skills Into Our Curriculum**

Creativity, curiosity, critical thinking, communication, responsibility, and time management: These are six soft skills that Forbes Magazine reports as the most important skills for employees to cultivate. How do we move beyond simply talking about these skills and even lamenting the fact that our students don't possess them and begin to take responsibility for fostering these skills? If we want to prepare our students for success in our schools and in their future endeavors, we must treat these skills (and other related skills) as just as important as our content. How do we put this plan into action? By prioritizing the explicit teaching of these soft skills in our classroom and creating numerous opportunities to put these skills into action. Each of these skills can be broken down into specific steps that teachers can model and students can practice. This session will provide examples of how to break down these soft skills, how to teach mini-lessons to introduce the concepts, and how to provide students with practice applying and assessing these skills.

LS, MS, US

*Claire Reddig, The Oakridge School*

### **Managing High School Social Studies Learning using Personality & Political Inventories**

Overview: The goal of managing student learning is not just to ensure that teaching and learning are hitting benchmarks but to ensure that students gain maximum experience. Using a

personality survey and a political/ideological survey, students' results are used to maximize learning and potential for ongoing student self-reflection.

MS, US, AD, ATH, Counselors  
*Jerry Davis, The Oakridge School*

### **Sing, Say, Move, Play: Bringing Music into Every Classroom**

Sing, Say, Move, Play will explore engaging students creatively in all classrooms through music. Children love to sing and move. They also love to read, imagine, and create. It is great to see students learn traditional songs and dances, but it is even more exciting to see them create their own masterpieces. Students will use listening skills to analyze nursery rhymes and create unique body percussion rhythms and movements to coordinate with their unique rhymes. Come watch as students use music, nursery rhymes, and children's stories to spark creativity.

EC, LS  
*Shandy Shumaker, The Oakridge School*

### **Interactive Notebooks: How they can help improve and enhance student learning**

Have you ever wondered are there any strategies you can implement to retain content from day to day or from school year to school year? Have you ever thought about trying methods to have students to take ownership of their learning? For the past 10 years, Interactive Notebooks has been a tool teachers across America have heavily used for students of all ages. During this session, a brief history and definition of Interactive Notebooks will be covered, but the majority of the session will be on demonstrating how to use Interactive notebooks efficiently in any type of classroom. Student samples of Interactive Math Notebooks will be available to view and peruse. I will also share strategies for efficiently starting, implementing and using Interactive Notebooks for any course and grade level. Participants who attend will be able to receive answers to their questions about Interactive Notebooks as well as learn tips, tricks and hacks during the presentation to use them with multiple types of Math subjects.

LS, MS, US  
*Kymbelry Ayodeji, The Oakridge School*

## **Teacher/Librarian Collaboration**

How can English teachers work with school librarians to promote reading and digital literacy across the campus? This session will explore ways that an AP English teacher and librarian collaborate to engage readers by implementing choice in class content, exposure to news articles relevant to current issues and participation in a variety of campus book clubs.

MS, US, AD

*Patricia deWinter, Stephen Hebert, The Oakridge School*

## **Design Thinking in Motion**

Come and see design thinking in motion! Students (producers) learn to empathize with their clients (users), define their users problem, create multiple ideas to solve the problem, attempt prototyping, and then the most fun part, test their prototypes!

MS, US

*Matthew Knauf, The Oakridge School*

## **Pre-Algebra Road Trip**

The Pre-algebra class will be working on a budget for a summer road trip. This activity involves calculations and technology in determining hotel, restaurant, and rental car rates.

MS

*Gail Roe, The Oakridge School*

## **What Does a Flipped Math Class Look Like?**

Perhaps you have heard or read about the flipped model of teaching and learning. Perhaps you are intrigued or wonder how it looks or works. My math classes have been flipped for 4 years and we are in our first year of block schedules, so we have experienced the bumps and bruises and have ironed out the kinks. Join us to watch the interactions, the class structure, and the learning of algebra in this environment.

MS

*Charlotte Wiseman, The Oakridge School*

## **Personal Finance in Math Class**

Personal finance is an important life skill that is often learned by trial and error as college students. How can we teach it and make it meaningful and enjoyable for middle school students? Participants in this session will learn/practice spreadsheet skills and experience "life events" while managing a fictitious bank account. Please bring a device that is not a phone.

MS

*Charlotte Wiseman, The Oakridge School*

## **Alternative Assessments**

Have you ever wanted to teach a history class and not bore your students? Come join us for an alternative assessment class designed to: 1. Keep learning fun and new for students! 2. Teach students how to collaborate with fellow classmates. 3. Allow students to critically think on the topic. 4. Help students create and communicate their ideas and projects with their peers.

MS, US

*Clint Allen, The Oakridge School*

## **Taking the Governor Off**

The Integrated Media program at The Oakridge School in Arlington, Texas is not your typical classroom. Instead, it operates as an Advertising/PR firm - that just happens to be run by high school students. The students are empowered to seek out clients, communicate directly with them, and create materials to advertise their businesses. Topics such as public speaking, design-thinking, and professionalism will come into focus as attendees see the effectiveness of taking the governor off and letting the students shine.

MS, US, AD

*Melissa Triebwasser, The Oakridge School*

## **You Say It's Your Birthday!: Creating Community Through Celebrations**

Exceptional teachers are always looking for ways to celebrate students. Come to this session and watch a master teacher share her unique way of celebrating birthdays. This is an idea you can use immediately to connect with families, strengthen your class community, and make each child feel known and loved.

EC, LS

*Jana Kurrasch, The Oakridge School*

### **Students Speak: Building a Capstone Presentation**

Middle school students at our school have something to say, and we've been working hard to provide them with the proper platform, training, and tools to do it well. Join us as a couple of our students share their Capstone presentations and learn about the process we use to get them ready for the stage.

MS, US

*Amy Alsip, The Oakridge School*

### **Building Pathways with Self-Assessment**

This session will explore (and practice) strategies for using pathways and self-assessment to facilitate student agency. The presenters will discuss the way(s) they have created a self-paced math environment that relies on self-assessment, using activities designed for exploration and collaboration—activities that meet students at their learning levels and engage them in multiple perspectives. Participants can expect to receive practical advice and examples and the opportunity to work with and discuss some of these strategies themselves.

US

*Claudia Mathison, Ursuline Academy of Dallas*

### **MacGyver 101: S.O.L.V.E. Problems Creatively**

In this world of constant change, students need the ability to think on their feet, solve problems creatively and learn to approach issues from different perspectives. They need to be able to adapt. They need to build the confidence that creates the resilience and grit that will enable them to find new solutions when the first solution fails. Join us as we learn how to S.O.L.V.E. problems creatively (Swiss Army knife not required). This is a method best used for overcoming small, everyday (even school day), sometimes urgent, obstacles. With each tiny victory students will build their creative confidence to solve larger problems, with the hope that one day they will consider nothing impossible. We'll take a look at some student examples, used in and out of school, that illustrate this type of creative thinking. Participants will even take on a challenge themselves, when they will be presented with a problem they must overcome using only their creativity and the items in the environment around them.

LS, MS, US, AD, ATH, Counselors  
*Todd Cowden, Village Tech Schools*

### **Creativity Exercises That Build Connections**

Creativity is a skill that has benefits across virtually all subjects and grade levels, but in many cases, it is a title that is awarded to a very small percentage of students "the artistic ones", "the creative ones". What if there were fun, engaging activities you could do in your class that would nurture student creativity and build their creative confidence? What if you could convince every student they were creative in some way. The word "creativity" is about so much more than just drawing and painting. In today's world we need creative thinkers and problem solvers. We need to acknowledge students that are mathematically, scientifically, and even kinesthetically creative. Creativity is about making unexpected connections to seemingly unrelated things. Join us as we play creatively through a number of in-class activities that help train students to look for those unexpected connections while having fun and interacting with their classmates.

LS, MS, US, AD, ATH, Counselors  
*Todd Cowden, Village Tech Schools*

### **Movie and Picture Talk: How to increase input and student engagement in the target language**

Join us for a demonstration and explanation of Movie Talk and Picture Talk. These two strategies are great ways to provide the students with repeated exposure to targeted or untargeted structures. They provide vocabulary and grammar in context using authentic resources or pictures or movie shorts that are interesting to the students. You will leave this session with a set of resources that you can integrate into you existing lesson plans and curriculum no matter what language you teach.

LS, MS, US, AD  
*Sydney Munson, Trinity Valley School*

### **No More Textbooks! Engaging Students through Primary Sources**

Letting students take the reins of a history class and getting rid of boring textbooks sounds great...until you realize how scary it also sounds! Will they read? Will it be chaos? Will it be amazing? Yes. Yes. Yes. This session will share how engaging students and letting them be the

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*Key: EC (Early Childhood), LS (Lower School), US (Upper School), AD (Administration), ATH (Athletics), Counselors (College and All Level Counselors)*

historians allows them to take ownership over their learning in history classes, and teachers will leave with practical ideas for how to start implementing this change, including worksheets that help with documents analysis, sample lesson plans, and primary source resources!

MS, US, AD

*Amber Colvin, Lausanne Learning*

### **No More Textbooks! Engaging Students through Primary Sources**

Many humanities teachers struggle to get students to read. The biggest problem? Boring textbooks that are out of date as soon as they are published, textbooks that assume students know either everything or nothing, books by historians that push content over understanding. In this fishbowl classroom, students will use primary sources to understand historical context, the importance of learning about the past, and how to think like historians - all without a textbook! Students will receive a greater understanding of and interest in history, while teachers will leave with practical resources on how to teach history so that students are engaged and taking ownership of their own learning!

MS, US, AD

*Amber Colvin, Lausanne Learning*

### **Eyes and Ears: Immersed in a Foreign Language**

By using the Latin language as a backdrop, the teacher will attempt to implement rapport-building techniques with students who have no previous training in Latin, in order to boost their confidence and gain their trust. The focus will be on teaching translation skills and techniques by using Latin vocabulary words from which English words are derived, so that their meanings can be more easily ascertained. The teacher will also provide an explanation of grammatical inflection and sentence structure as used in Latin.

MS, US

*Doug Broome, Madison-Ridgeland Academy*

### **Linking Languages to Increase Student Understanding & Collaboration**

Students from AP French and AP Spanish will collaborate with each other after the completion of a "walk and talk" that covers an AP theme (e.g., family). The fishbowl activity that participants will witness will be a culmination of the paired walk and talk where students are paired with an

AP student from another language in which they are discovering examples of the sub themes that they can find on campus. During the fishbowl students will participate in interactive oral presentations of what they discovered in their walk and talks. This fishbowl will really demonstrate to those teachers who are the sole teacher of their particular language that collaboration can take place on their campuses with teachers of other world languages.

US

*Marissa Tate, Zuri Moreno, The Oakridge School*

### **Opera in the Classroom**

Opera in the Classroom is a dynamic, interactive workshop experience designed to provide educators of all disciplines with the tools needed to connect their subjects to the performing arts. Using in-depth, cross-curricular activities and lessons created by The Dallas Opera Education Team, educators learn how to introduce their students to possible career paths in the arts through creative learning experiences that are both memorable and educational.

LS, MS, US, AD, Counselors

*Quo Johnson, Dallas Opera*

### **Lowering the Affective Filter in the Foreign Language Classroom**

It is no surprise that when we are uncomfortable, we are likely to overthink what we are saying, stumble over our words, or even forget our words altogether. This can be a major problem in the language classroom, where self-conscious students are expected to speak in front of their peers. In this session, we will learn what the affective filter is, how it affects our L2 acquisition, and share techniques that have successfully combated these hindrances.

LS, MS, US

*Andrea Carrabia, First Baptist Academy*

### **Don't Miss the Mission: Being Intentional**

Madison-Ridgeland Academy's Head of School will share foundational documents that are used to establish the culture and system of beliefs at MRA. Mr. Land will explain how they were developed, why they are important, and how they have impacted MRA. These foundational

documents include the Mission Statement, Portrait of a Graduate, Characteristics of Professional Excellence, Values, Culture of MRA, and 5 year goals for accreditation.

AD

*Termie Land, Madison-Ridgeland Academy*

### **Independent Publishing**

Help your students and yourself become published authors.

MS, US

*Brad DeBorde, The Oakridge School*

### **Future Problem Solving, It's not JUST an Academic Competition!**

This session will provide an overview of the Texas Future Problem Solving Program and its four competitive components. Participants in the session will engage in mini simulations on the components of this rigorous academic competition in a game and immersive environment. Creativity, critical thinking/problem solving, collaboration, communication, community engagement, and cultural awareness will be emphasized throughout all activities. Examples of how to infuse the program into both curricular and extra-curricular settings will be shared. In addition, the participants will learn how this highly challenging and stimulating academic competition is relevant to the real world in school, business, and as a life-long learning strategy for the future.

LS, MS, US, AD, Counselors

*Cyd Rogers, Prestonwood Christian Academy/FPSP*

### **Vast Vocabulary**

In this session, I will be sharing games to increase vocabulary comprehension. I will be showing my students participating in hands on activities and games to assess and review their knowledge of a particular set of vocabulary words. Although we will be using vocabulary words for a particular subject, these games and activities can be used for any subject in lower elementary, upper elementary, and even middle school.

LS, MS

*Kristin Reynolds, Madison-Ridgeland Academy*

## **Math Doesn't Change, but Students and Technology Have: How Teachers Can Embrace the Change in the Classroom**

In this session, we will look at the evolution of teaching math from chalkboards to whiteboards to graphing calculators to computers. As technology has entered our world, our students have fully embraced it. It's all they have ever known. Teachers need to embrace the technology as well. We can no longer be content with just being the "sage on the stage." We must engage our students to the best of our abilities. This discussion will include suggestions for using graphing calculators for discovery learning on concepts such as slope, using online games/quizzes such as Quizizz to test student knowledge on a topic, and using activities (teacher-made, Teachers Paying Teachers, Google search the internet) to promote group interaction and learning. There will also be time for teachers to share the things that have worked well for their students.

MS, US, AD

*Donna Allen, Madison-Ridgeland Academy*

## **Daily Evidence-based Learning**

This session will focus on daily evidence-based learning by integrating student engagement/assessment activities into the lesson. "Student engagement and timely, appropriate feedback are key factors in student achievement" ... Dr. Dylan William. We take this research by one of the major thought leaders on formative assessment to heart and provide a rich, robust platform to deliver student engagement and achievement on a daily basis.

LS, AD

*Darrell Ward, All in Learning*

## **SuCCeSS in Fund-Raising is Spelled with 3 C's: Contact, Cultivate and Close**

Learn to maximize your school's fund-raising efforts with these three simple steps. Find out successful ways to find and contact potential donors; cultivate their interest in your school; and close a prospect, making him or her a donor.

AD

*Mark Martin, JF Smith Group*

## **Finding a Strategic Direction: Plan for Change**

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*Key: EC (Early Childhood), LS (Lower School), US (Upper School), AD (Administration), ATH (Athletics), Counselors (College and All Level Counselors)*

Whether the Board is planning to set the school's strategic direction, or the academic team is looking for ways to provide the best and most updated programs for their students, the place to start is with the school's identity, mission and vision. Using a case study, this workshop will take participants through the steps necessary to fully articulate the school's identity and, using that identity as a foundation, to analyze the school's ability to fulfill its mission. Armed with this data, the next step will be to determine the actions that need to be taken to ensure the sustainability of the school and its programs. Participants will be asked to help determine each step of the process in the model.

AD

*Stuart McCathie and Michael Christopher, Lausanne Collegiate School*

### **Cha Ching! Making Change**

The lesson will take place in a 4th grade math class. The teacher will use manipulatives to teach students how to make change. She will use the document camera as she models this for the students. The objective of this lesson will focus on students developing strategies in order to give change back while beginning with the smallest coins first and counting money while switching coins. The teacher will actively involve her students and informally assess them and adjust as needed to ensure all students are understanding the concept.

EC, LS, MS

*Lori Beth Watkins, Madison-Ridgeland Academy*

### **Google Educator Level One Certification Preparation Sessions (7)**

#### **What is all the Google hype about?**

This will be a brief overview of what tools are available in the GSuite for Education. We will also be talking about how technology can benefit teaching and learning. We will focus mainly on Gmail, Google Calendar, Google +, and Google Groups

#### **Save the Trees (Going almost completely paperless)**

We will begin by looking at our Google Drive and then dive into the many apps that are found inside of it such as Google Docs, Google Drawings, Google Slides, and Google Classroom.

#### **Need More Hours in the Day?**

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*Key: EC (Early Childhood), LS (Lower School), US (Upper School), AD (Administration), ATH (Athletics), Counselors (College and All Level Counselors)*

Learn how to use Google to communicate with students and parents and stay organized. We will create a basic website using Google sites and learn to imbed your calendar into it, and also look at Google Keep, Google Tasks, and Hangouts.

### **Breaking “Old School” Traditions**

This session will focus on creating your digital classroom using Google Classroom and also creating assignments and assessments with the use of Google Forms.

### **Google Chrome, More than a browser.**

Did you know that you can customize Google Chrome to suit your needs? In this session we will look at how you can show students how to make sure they are using Google search efficiently by applying filters and modifiers . We will also manage bookmarks, customize Chrome, and find extensions that can help with productivity.

### **Bringing Out the Best in Each Other**

Using Google Apps to encourage participation from all students and to keep the dread of group work down. We will look at how you can use Google Docs and Google Classroom to facilitate group work.

### **Teaching them how to be safe.**

We will look at ways to promote digital citizenship and review with a fun game.

EC, LS, MS, US, AD, ATH, Counselors

*Cassie Sanders and Jennifer Klinger, Certified Google Trainers, DeSoto County Schools*

*\*Note: these workshops do not include the Level 1 Certification test, but are intended to teach new skills and help prepare for the test!*

### **Keynote: Dr. Anthony Brandt**

Composer Anthony Brandt is a Professor at Rice University’s Shepherd School of Music and Artistic Director of the new music ensemble Musiqa, winner of two national awards for adventurous programming. He and neuroscientist David Eagleman have co-authored *The Runaway Species; How Human Creativity Remakes the World*. The book is the official selection of the 2018-19 Common Experience at Texas State University; it is being released in ten countries and is the basis for the upcoming documentary “The Creative Brain,” hosted by Dr. Eagleman. Dr. Brandt’s musical compositions include two chamber operas, as well as orchestral, chamber, vocal, theater, dance and television scores. He has co-authored articles for the journals *Frontiers* and *Brain Connectivity* and an upcoming chapter in the *Oxford Handbook of Music Psychology*. With Musiqa, he presents inter-disciplinary public concerts and free educational programming that have served over 50,000 students at over 200 Houston area public schools. Dr. Brandt has organized three international conferences at Rice on “Exploring

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the Mind through Music.” He has been awarded Rice University’s George R. Brown and Phi Beta Kappa teaching prizes.

### **Making Creativity Visible (Keynote)**

Creativity is part of every human brain, and a central part our humanity. Where does this wellspring of inventiveness come from? Drawing on *The Runaway Species: How Humans Remake the World*, the book he co-authored with neuroscientist David Eagleman, composer Anthony Brandt will explore the biological and social underpinnings of creativity and describe a framework for how new ideas evolve. Knitting together the sciences and the arts, he will make creativity visible through audio and visual examples that illustrate our species’ innate and wide-ranging resourcefulness. Finally, Dr. Brandt will argue that creativity should be nurtured in every child, and illustrate how these insights can be applied in the classroom.

### **Theme and Variations as a Creative Model (General Session by Dr. Brandt)**

Dr. Brandt will present an exercise he has used in his course “Creativity Up Close” modelled on classical music’s theme and variations. In a variations set, a composer takes an existing theme and proliferates new versions of it that get further and further removed from the original. This principle is easily adaptable to everything from visual art to design, and teaches many key elements of creative thinking. Dr. Brandt will also welcome questions about *The Runaway Species* and his keynote address.

EC, LS, MS, US, AD, ATH, Counselors