



# Spring 2018 Teacher to Teacher Conference



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All conference resources as provided by presenters are available electronically at <http://t2t.uncc.edu>.

8:00-8:45	Registration, 1st floor, lobby area <i>Coffee is available in the 2nd floor lobby.</i>						
Keynote: 9:00-9:50	Welcome and Opening Keynote Session, Auditorium, Room 201 Speaker: Joanna Schimizzi Joanna Schimizzi is a National Board Certified Biology teacher and was recognized as a MeckEd Teacher of Excellence. Joanna collaborates with organizations such as Hope Street Group, the Public School Forum, and the NC Association for Educators to include educator voice in policy discussions. She was recently selected by the Public School Forum of NC to serve as the statewide coordinator of the Beginning Teacher Leadership Network. She is also an alumnae of UNC Charlotte.						
Session I: 9:55 - 11:25	Mission-Minded Pedagogy, Auditorium, Room 201 Moving from Awareness to Action: Considering Culture, Ethnicity, and Race in Pedagogical Approaches with Students Facilitator: James E. Ford James E. Ford is an award-winning educator and consultant on issues of equity in education. He is the Principal at Filling the Gap Educational Consultants, LLC. Most recently, he was the Program Director at the Public School Forum of NC. Prior to this, he served as the 2014-15 North Carolina Teacher of the Year. He is a civic leader in Charlotte, serving as the co-chair for the Leading on Opportunity Council, an effort to change the systemic barriers to economic mobility in the city.						
11:30-12:20	Lunch in Atrium, 2nd Floor Lobby Please have your name badge on to pick up your lunch. You are welcome to enjoy your lunch in the 2nd floor atrium or feel free to find a comfortable spot around the building. Enjoy time chatting with colleagues. Sessions resume at 12:30 p.m.						
<b>All sessions are open to all participants; grade levels are provided as a guide to "target audience."</b>							
Rooms	Center City 601 (tier)	Center City 604 (tier)	Center City 606 (tier)	Center City 901 (flat)	Center City 902 (flat)	Center City 904 (flat)	Center City 906 (flat)
Capacity	60	60	60	60	60	60	100
	Workshop title	Workshop title	Workshop title	Workshop title	Workshop title	Workshop title	Workshop title
Session II: 12:30-1:20	Incorporating Reading Strategies in Math Class (6-8)  During this session, participants will experience and engage in a lesson where reading strategies are applied to help students gain a deeper understanding of a math concept. With the push for literacy in all subject areas, math teachers are often left wondering how to integrate reading into math lessons.  Brianna Donabedian Dannielle Dunn Jay M. Robinson Middle School	Blended Learning – Digital tools to teach critical thinking, literacy and argument (K-12)  Learn easy ways to include personalization and mastery learning in your class using the digital tools on any learning management system. Explore methods to get students analyzing, collaborating, writing & ready for state assessments.  Scott Nolt Jay M. Robinson High School	The REAL Active Engagement of Language Arts (Upper Elementary)  In this presentation, participants will learn how to increase student involvement by incorporating research-based strategies such as Notice & Note, Project Based Learning, Paideia Seminars, and the integration of Reading and Social Studies. Participants will learn about increasing rigor and student engagement in their classrooms.  Melanie Jolley Sandra King Windsor Park Elementary	Engaging Diverse Learners Through Project-Based Learning (6-8)  Piedmont Middle School utilizes a wide variety of instructional strategies to meet the needs of a diverse student body. We will present two of our units to the audience and share additional strategies that we have found to increase student engagement and achievement at the middle school level.  Jackie Barone Piedmont Middle School	Mental Inertia: Tasking at a Constant Velocity (Upper Elementary)  Our presentation, will explore strategies and techniques to engage students and keep them on task with a meaningful purpose. Participants will take on the role of students as they delve into a variety of activities to assist in maintaining high engagement and time on task.  Jillian Whurr Tabatha Hvozdk Palisades Park Elementary	Culturally Responsive Pedagogy: Transformative Practices for Every Teacher (K-12)  This workshop will concentrate on research and practical, transformative strategies on promoting culturally responsive practices. The participants will be engaged in stimulating group discussions, interactive, hands-on activities, and reflective inquiry focused on successful transformative approaches to teaching diverse students.  Anna Sanczyk University of North Carolina at Charlotte	Clinical Educator Dialogue and Feedback - <b>ALL CURRENT CEs ARE ASKED TO ATTEND.</b>  Current Clinical Educators with UNC Charlotte are asked to attend this dialogue and feedback session with University Supervisors. The focus will be on how UNC Charlotte can improve our processes for supporting current student teachers and their hosting teachers on edTPA, dispositions, and CE supports.  Ashley Bayer, Rosslyn Crandell, Mary Jo Anderson, Rex Mangiaracina, Erica Moody UNC Charlotte
1:20-1:30	Transition Break						

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Session III: 1:30-2:20	Who really are the Latino students? (K-12)  Who are the Latino and ELL students? Analyze five years of data from the Spanish for Native Speakers classes in the biggest school in North Carolina, discuss how to engage this hard to reach population and have culturally responsive classrooms.  Nhora Gomez-Saxon South Mecklenburg High School	HyperDocs: Making Teachers' Lives Easier (6-12)  In today's classroom, teachers are expected to differentiate, conduct small groups, encourage collaboration, and develop critical thinkers. How can this be done at the same time in one classroom? In a hands on, interactive experience, teachers will learn how to create HyperDocs using multiple forms of assessment and digital tools for student creation.  Heather MacDougall Charlotte Mecklenburg Schools	Strategies for Differentiated Instruction (K-12)  Creating a student-centered environment so that all students' needs are met using various methods.  Ginean Royal Equipped Educator/Teacher	Engaging hard to reach African American males in reading (K-5)  In comparison to other ethnic subgroups, African American Males are underachieving in elementary reading. Within the classroom teachers can help change their trajectory increasing reading engagement. Through active learning activities, explicit expectations, and celebrations, teachers can instruction that provides more than solely rigor but  Yolando McClure Michelle Pate Winston Salem-Forsyth Schools	Starting FAST: Engaging Learners from the First Day of School (6-12)  Use the energy and excitement of a new school year to start FAST and engage hard-to-reach learners! Participants will learn why it is important to reach disengaged students quickly and will leave with best practices and strategies to begin high-quality, engaging instruction from the very first day of school.  Chris Kennedy Chrystal Trammell Johnston County Public Schools	Differentiation in Mathematics Through Legos (9-12)  How many times have you wanted to reach the various learning styles of students in your math class? This session will include practices of differentiation to implement in your math classroom for all learners to succeed.  Jennifer Johnson University of North Carolina at Charlotte	Clinical Educator Mentor Teachers: Characteristics, Training, and Ultimate Success (K-12)  Interested in serving as a mentor to a student teacher? In this session, we will explore how to develop and support effective mentoring practices by Clinical Educators (formerly called "Cooperating Teachers") working with pre-service candidates from UNC Charlotte and share the process for becoming a Clinical Educator.  Rex Mangiaracina Erica Moody University of North Carolina
2:20-2:30	<b>Transition Break</b>						
Session IV: 2:30-3:20	Eliminate Repeated Warnings and Multiple Discipline Challenges (K-12)  Educators on average are losing 5-9 hours a week on lower-level discipline challenges. Low-level disruptions are stealing precious instructional time. Academics and discipline go hand in hand. You can be great with planning your lessons but without the ability to control the classroom the best lessons remain undelivered.  Herbert Mozell Madeline Centre	The Great Debate (K-12)  Are you being culturally responsive in linking learning from school to home? During this class, be reflective on your homework practices and determine how it effects your students' success, Participants will take-away alternative ideas to replace, or eliminate, traditional homework approaches.  Kelly Brock Carrie Honeycutt Stanly County Schools	Penpal Project (K-12)  This engaging presentation will discuss the use of penpals to motivate students to write. It is applicable to all grade levels. We will discuss the benefits, how to successfully set up and implement the project, and recommendations for even greater success. Participants will also engage in a penpal experience.  Andy Wertz Amy Thornburg Phillip O Berry Academy of Technology	Project Based Learning Through Canvas (9-12)  Teachers will learn the Project Based Learning (PBL) framework and how to build units through Canvas. Within this PBL model we will focus on themes and how to intertwine 21st century skills within the projects students are completing.  Marsha Teal Dover Blair Rocky River High School	Writing about Reading (K-5)  When students write about the texts they read, they think and comprehend more deeply and develop critical thinking skills. During this session, we will discuss the importance of writing about reading and learn strategies for integrating writing about texts into all aspects of reading and language arts instruction.  Erin Gates Alexander County Schools	Teacher Leadership: Impact through Change (6-12)  Two department chairs share their leadership model for change that connects needs, values, actions and results. After discussing the theory and application of the model, participants will apply the model to their own circumstances and review the leadership element of the NC teacher evaluation tool.  Scott Nolt Kelley Poulos Jay M. Robinson High School	"Do you know me?": Relationship building to increase engagement (K-12)  A key component to teacher success in the classroom is to establish a relationship with every student through the use of communication, compassion and empathy. Students who share concerns honestly and openly will push themselves academically and personal engagement increases based on these positive interactions.  Diane Taliaferro Charlotte-Mecklenburg Schools

<b>Strands:</b>	Digital Learning	Differentiating for a variety of populations	Cultivating Teacher Leaders - GREEN	Maintaining a high level of time on task	Engaging Hard to Reach Students	Culturally responsive classrooms
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All participants are asked to complete an electronic evaluation of the Teacher to Teacher conference (sent to the registration email address or also available on our website <http://t2t.uncc.edu>). **Once the evaluation is completed**, candidates will be sent a CEU verification form electronically within 48 hours.

**Special Thanks to:**

John Williams, Ph.D. candidate and President of Urban Educators for Change  
Brandi Lewis, Program Associate, Office of Assessment and Accreditation  
Office of Field Experiences faculty  
Urban Educators for Change



**Special Thanks to:**

Yvonne Spence, Office Manager, Office of Educational Outreach  
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Ellen McIntyre, Dean  
Bethany Myers, Teacher Recruiter

Schedule updated: 4/13/18, 10:30 a.m.