

PTEC PREVIEW

Summer Edition



Piedmont Triad Education Consortium
2021-2022 Professional Development Opportunities



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PIEDMONT TRIAD EDUCATION CONSORTIUM

Professional Development Sessions

2021-2022

The Piedmont Triad Education Consortium is a collaboration of eighteen K-12 school districts in central North Carolina and the University of North Carolina at Greensboro. Consortium members have created a climate in which the strengths of each agency join to become the power of one committed educational community. PTEC's primary purpose is to provide professional growth opportunities for educators at all levels of its member school districts. This brochure includes a schedule of professional development offerings for the 2021-2022 school year. These offerings provide professional learning opportunities for teachers, instructional/curriculum coaches and facilitators, counselors, assistant principals, principals, and central office administrators. To view additional information and register for sessions, please visit the PTEC website at www.ptecnet.org and access the *Professional Development* tab.

Registration for Sessions

PTEC's online professional development registration is powered by Learning Stream. Participants may access the site through the *Professional Development* tab on the www.ptecnet.org website. The site allows searches by category or keyword; you also may scroll the chronological list of professional development opportunities. After registering online, you will receive email confirmation of your registration. Be sure to view and print the event page which provides an overview of the session (including site directions) by selecting the event title beside VIEW in your confirmation email. If you need assistance as you register, please email PTEC at mary.ptec@gmail.com or call 336.256.0011.

CEU Credits

Participants receive 0.60 units of renewal credit for each full-day, in-person session or for each two-day virtual session. Half-day, in person sessions and single day virtual sessions carry 0.30 units of renewal credit.

Professional Development Sites

PTEC professional development sessions are held at a variety of locations across the region. For 2021-2022, first semester sessions and select second semester sessions will be virtual via Zoom. The registration site and confirmation email will include location/delivery information. Follow up correspondence from PTEC prior to the session will include additional information.

Cancellation of Sessions Due to Inclement Weather

In the event of inclement weather, virtual sessions will go forward except in instances of widespread power outages affecting participants or presenters. For in-person sessions, PTEC will make every effort to cancel sessions the day before the scheduled professional development. Participants will receive an email when it is necessary to cancel a session. Additionally, cancellation notices will be posted on the PTEC [website](#) under the *Announcements* tab and on the PTEC [Facebook](#) and [Instagram](#) pages.

Additional Professional Development Offerings

This brochure provides a snapshot of professional development sessions, however, PTEC may add sessions during the school year. New sessions will be advertised under the *Announcements* tab of the PTEC [website](#).

Registration Process

To register for PTEC professional development sessions:

1. Visit the website at www.ptecnet.org and select the *Professional Development* tab.
2. Select *Click Here to Register*.
3. The PTEC professional development sessions will be displayed. You may search by keyword, select a category from the drop down box, or browse the chronological calendar of activities. Select the red *Register Now* button to complete the registration form. Pay particular attention to the audience for an event since attendance will be restricted to those individuals.
4. Because session registration is initially restricted by an allotment of slots for each PTEC district and UNCG faculty and students (Teacher Education juniors and seniors), **registrants must use their school/university email address to register unless otherwise noted**. If all allotted slots are filled at the time of registration, registrants will receive an alert that the district/university limit has been reached. However, note that restrictions are removed one month prior to each session which will open remaining slots to any PTEC registrant on a first come, first served basis. Be sure to mark your calendars to revisit the PTEC website to see if there is availability in your session of interest.
5. If space is available, registration will be immediate, and you will receive a confirmation email (be sure to check your held mail/spam folders for the email if it is not delivered to your inbox). From this confirmation, you may view and print the event page which provides an overview of the session (including site directions) by selecting the event title beside VIEW at the top of the confirmation email. Please save this email since it also contains information on how to change or cancel your registration.
6. If a session is full, an alert will appear with an option to register for a wait list. If selected and if space becomes available, you automatically will be sent an email confirming your final registration.
7. Dependent upon seat availability, non-PTEC faculty/staff affiliated with institutions of higher education and charter schools may register for and participate in PTEC sessions and must register through the PTEC Office. They will be charged a registration fee of \$120 for one-day face-to-face events and \$175 for two-day face-to-face events. One-day virtual events will carry a fee of \$50 and two-day virtual events will cost \$100. Please contact Mary Ensley, PTEC Office Manager, at mary.ptec@gmail.com or by phone at 336.256.0011.
8. If you have questions about or need assistance with the registration process, please contact Mary Ensley, PTEC Office Manager, at mary.ptec@gmail.com or by phone at 336.256.0011.

2021-2022 PTEC			Browse the schedule below for PTEC 2021-2022 Professional Development sessions.			
Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
9/22/2021 11/10/2021 1/20/2022 2/24/2022 1:00 to 3:30 PM	Math 4 Professional Learning Community (4-day event)	Dr. Lauren Baucom	High School Math 4 Teachers Department Chairs Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	High school mathematics teachers will act as a professional learning community during the school year as they unpack the North Carolina Math 4 course through the use of rich tasks that are standards-aligned and classroom-ready. During these four days of support sessions, teachers in this professional development will explore pedagogical strategies to enrich student learning in real-world Math 4 content.	Online only	95
9/23/2021 2:00 to 4:00 PM	Founding Principles: North Carolina's Ratification (offered in collaboration with Teaching American History)	Dr. Todd Estes	High School and Middle School Social Studies Teachers	When the Constitutional Convention ended in September 1787, a widespread period of public debate over the merits of the plan began. This debate took place out of doors – in churches, taverns and newspapers, by both proponents and opponents – and indoors – in state conventions held in each of the 13 states. Over the ratification winter of 1787-88 each state conducted individual state ratification conventions until the magic number was achieved. What happened in North Carolina? Join us at the (virtual) table as we discuss ratification of the constitution in North Carolina by examining documents drawn specifically from North Carolinians on both sides of one of the most significant debates in American history.	Online only	95
9/23/2021 9:00 to 11:30 AM	Setting Priorities and Expectations	Dr. Deborah E Jones	Beginning Principals in their first, second, or third years	How do you determine and communicate your priorities and expectations the first 90 days as a beginning principal? It does not start with student achievement data! The school's mission, vision, and core beliefs are the foundation for establishing priorities and expectations for the staff, students, and parents/community. Principals will engage in activities that will identify priorities, expectations, and delegation of tasks. Participants will need to know or have access to their schools' and districts' master calendars, knowledge of the school improvement plan, and the evaluation standards for each member of the staff. This session address the NC School Executive (Principals/Assistant Principals) Standard 3 (Cultural Leadership); Standard 5 (Managerial Leadership); and Standard 6 (External Leadership).	Online only	45
9/28/2021 1:00 to 3:30	Getting Started with Canvas	Mandy Taylor	K-12 Teachers/All Subjects Curriculum Facilitators Instructional Coaches Lead Teachers UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Canvas, North Carolina's Learning Management System (LMS), is your place for one-stop learning and course management. Teachers will become familiar with the features of Canvas, such as the settings, notifications, and a variety of tools in building a course. Participants will learn how to create modules and a variety of items, such as discussions, assignments, quizzes, and content pages. This session will be a webinar to show you how to get started with Canvas. Participants can build in a Canvas course while getting ideas from the instructor and each other. This session will be recorded so participants can re-watch the demonstration. Make sure you have access to Canvas within your district so that you can create a course. Come with an open mind and be ready to learn! It is Canvas time!	Online only	95
9/29/2021 1:30 to 3:30 PM	Organizing the Learning Space: Using Blended Learning Models for Student Success	BetterLesson	K-12 Teachers/All Subjects Curriculum Facilitators Instructional Coaches	Blended Learning strategies like station rotation, flipped learning, and individual pathways are actionable, sustainable methods for organizing learning and engaging students. Organization systems are essential to helping students access resources and collaborate in consistent and replicable ways. In this virtual workshop, participants: DEFINE blended learning and the importance of consistent organizing systems. EXPLORE examples from real teachers to unpack the value and challenges of building these systems. BUILD and get peer feedback on a plan for a blended learning organization system.	Online only	25

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
9/29/2021 8:30 to 11:00 AM	Serving Students in a Post-Pandemic Environment: Back to Basics and New Challenges	Christopher Z. Campbell	Principals Assistant Principals Counselors	This session will focus on student services including Title IX overview, transgender students, mental health mandates, bullying and social media impacts, staff-student relations, and relevant legal issues arising from the expected return to full-time in-person instruction of students.	Online only	95
9/30/2021 10/12/2021 1:00 to 3:30	Creating Collaborative Classrooms (2-day event)	Dr. Dutchess Maye	K-12 Teachers Curriculum Facilitators Instructional Coaches UNCG Faculty/Staff and Teacher Education Juniors/Seniors	Do you think collaborative learning is painful and unproductive? This session is designed to introduce strategies that foster student-centered collaborative exchanges that deepen students' understanding and ownership of content learning. Learn techniques, strategies, and quick tips to ensure students feel safe to participate in collaborative learning environments and are held accountable for the procedures for social behaviors, protocols for collaboration, and expectations for learning.	Online only	95
10/5/2021 10/19/2021 1:00 to 3:30 PM	Personalized Learning (2-day event)	Ashley McCormack	K-12 Teachers UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Think about the promise for including students in learning and meeting their individual needs. This can often lead to both feelings of excitement and those of anxiety. In this session, we will focus on experiencing then defining personalized learning. We will create a vision for how a classroom might look then break apart the components and help direct you to a starting point based on your strengths, weaknesses, and classroom environment. You can learn from others, experience new tools and strategies, then leave with a plan for your next steps on the path to a more personalized environment.	Online only	95
10/5/2021 10/12/2021 9:00 to 11:30 AM	The Road to Resilience: Taking Care of Staff (Self-Care) and Students (Trauma-Sensitive) 2-day event	Angela Martin; Dr. Stephanie Ellis	Principals Assistant Principals Counselors UNCG Educational Leadership and Counseling Students	Students have difficulty learning unless they feel safe, and educators have difficulty fulfilling their job roles if they are stressed and lacking energy and focus. This program session will examine student trauma and create an understanding of how trauma impacts students and how to build trauma-sensitive classrooms. It will also explore the leader's role in creating an environment of self-care in which teachers and staff are active participants in enhancing their own physical, mental, emotional, and spiritual health and quality of life. This session will focus on how leaders take care of their staff (self-care) and their students (trauma-sensitive).	Online only	95
10/6/2021 8:30 to 11:00 AM	In-School PsychoTherapy and Private Placement: The Intersection of Mental Health and Services for EC Students	Christopher Z. Campbell	Exceptional Children Personnel Principals Assistant Principals Counselors	This session will focus on the increasing demand for mental health services provided through public schools for EC students including requests for private placement and direct services in IEPs.	Online only	95
10/6/2021 10/7/2021 1:30 to 4:00 PM	Students with Interrupted Formal Education (SIFE) - English Learners Subgroup (2-session event)	Carlos Oliveira	K-12 Regular Classroom Teachers Experienced ESL Teachers Literacy/Academic Coaches District Program Leaders (MTSS, Title I, ESL, Curriculum) UNCG Faculty/Staff and Teacher Education Juniors and Seniors	This session will focus on the comprehensive support and collaboration that is required to transition and integrate the Students with Interrupted Formal Education (SIFE) ELs to more formalized American education and community settings. These students often have limited, interrupted and/or no educational background in their first language that is sometimes accompanied with traumatic experiences that started in the home country and impact the overall adjustment to American life. These adjustments target their literacy (both in the L1 and L2), academic, cultural, and social-emotional needs through quality support structures, collaboration, and strategies within the school and community to stabilize and propel SIFE ELs to realize their full potential.	Online only	95
10/13/2021 1:00 to 3:00 PM	Phonological Awareness	Gin Hodge	Teachers Instructional Coaches UNCG Faculty/Staff and Teacher Education Juniors and Seniors	In this session, participants will take part in activities to build an understanding of phonological awareness. 'Phonological awareness is the understanding of different ways that oral language can be divided into smaller components and manipulated.' (Chard and Dickson, 1999) It is important to support and scaffold students through the continuum of phonological awareness to allow them to eventually hear and manipulate those individual sounds in words - the phonemic awareness level.	Online only	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
10/13/2021 3:00 to 4:30 PM	Political Parties: Road to a Two-Party System (offered in collaboration with Teaching American History)	Dr. Eric Sands	Middle and High School Social Studies Teachers	Political parties have a long and convoluted history in American politics. The Founders designed a system not to be reliant on parties because parties – to the Founders – were factions that might divide the nation – even to the point of violence. Yet within ten years of the Constitution’s ratification, political parties were alive and well in the U.S. How did this happen? How did politics become so partisan in a system designed to avoid reliance on parties? The party system did not emerge all at once: it developed in several distinct political eras before a permanent two-party system was established in the U.S. Join us at the (virtual) table as we discuss several key documents in the historical creation of a permanent two political party system in the United States.	Online only	95
10/14/2021 11/18/2021 12/9/2021 2/10/2022 1:30 to 4:00 PM	The Power of Coaching: Creating Powerful Learning Experiences for Teachers and Students (4-session event)	Mia Pumo	Instructional Coaches Curriculum Facilitators Mentor Teachers	Coaching in education involves a specialized skill set, mindset, and toolset. At Constructive Learning Design, we believe that engaging educators in professional collaboration builds a culture of growth and leads to teacher retention and higher student achievement. Participants in this session will engage in activities that strengthen foundational coaching skills that work face-to-face or in a virtual environment. Participants will learn techniques for increasing professional collaboration, having better coaching conversations, and giving and receiving effective feedback. Those who support teachers and instruction will leave with new tools and instructional strategies that will enhance teacher collaboration and transfer directly to classroom instruction.	Online only	95
10/19/2021 10/27/2021 8:30 to 11:00 AM	Situation Appraisal and Decision Analysis (2-day event)	Dr. Alicia Tate	Exceptional Children Leaders Other District Leaders	Recognizing that each school district may have unique circumstances and communities, this session facilitated by TregoED will provide district and school leaders with flexible, question-driven strategies that consider your district’s priorities and goals. Time will be provided to explore examples and practice applying the processes for custom-built solutions. The first strategy, Situation Appraisal, will help build understanding of the many critical questions and issues that need to be addressed when every day complex situations arise. Included are strategies for prioritization of issues and action planning. The second strategy, Decision Analysis, helps school and district leaders involve stakeholders in a collaborative way, establish and prioritize criteria and build trust and transparency into their decision making. Included are strategies for considering and minimizing risks once a decision is made. Decision Analysis can be applied to clear-cut hiring and purchasing decisions to complex scheduling choices (calendars, student/teacher schedules, sports) and any other of the myriad decisions you face daily.	Online only	45
10/20/2021 10:00 AM to 12:30 PM	Giving Effective Feedback that Empowers and Inspires	Mia Pumo	Beginning Principals in their first, second, or third years	Feedback is all about growth. Effective feedback should make a person feel good about where they are and get them excited about where they are going. However, giving feedback to others can often be uncomfortable, especially when it feels critical. This remote learning session will explore the foundations of creating a culture where feedback is welcome and sought out for professional growth. We will clearly define three types of “effective” feedback and practice techniques for giving feedback in ways that feel supportive without creating tension and resentment. Yes, it is possible!	Online only	45
10/20/2021 2:00 to 3:30 PM	Stress, Well-Being, and Self-Care Strategies for Busy Lives	Dr. Suzanne Danhauer	All School Staff Including Teachers, Administrators, and Other Staff	In this session, we will start with background about recent stress levels, common stress responses, and increased prevalence of common mental health issues. We will then talk about a number of evidence-based self-care strategies to enhance well-being. The session will include time for discussion in small-group breakout rooms.	Online only	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
10/26/2021 1:00 to 3:00 PM	Building Cultures of Care in Our Classrooms	Dr. Bonnie Bolado	K-12 Teachers Instructional Coaches School Leaders UNCG Faculty/Staff and Teacher Education Juniors and Seniors	We know now more than ever the importance of caring for our students' social-emotional health. Join this session to explore strategies that encourage the social emotional health of students and build cultures of care in our classrooms. Based on the work of Hemphill (2020) and Sprenger (2020), we will learn ways to acknowledge our students' needs and build trust in our classrooms. Throughout this session, participants will have opportunities to collaborate about this critical topic with colleagues and discuss implementing these strategies in their classrooms. This session is intended for any K-12 teacher, instructional coach, or school leader.	Online only	95
10/26/2021 11/16/2021 8:30 to 11:00 AM	School Counselors as Front-Line Defenders in Supporting Students with Trauma (2-session event)	Dr. Carolyn Stone	School Counselors UNCG Faculty/Staff and Counseling Students	The focus of the workshop is to support our critical front-line workers to spot and support children who are victims of trauma. It is often the response of a school counselor who can calm, support, and intervene to help students start and finish their day optimally. There is little doubt that the virtual world that the pandemic thrust our students into has increased stress, trauma, abuse, poverty, family upheaval, and community strife subjecting our students to even more mental health concerns. Trauma comes from the uncertainty, horror, fear, and helplessness in witnessing and/or experiencing events such as abuse, domestic violence, and poverty. School counselors who have a heightened sense of their ability to intervene for children with trauma will increase schools' effectiveness with this high-needs population. Participant will: (1) increase their understanding of the forms of childhood trauma; (2) learn about the physical and mental impact of childhood trauma on the victims; (3) increase their tools to intervene for traumatized children and help them cope and thrive; and (4) apply their knowledge to hypothetical cases in preparation for transferring their knowledge to their work.	Online only	95
10/27/2021 11/3/2021 1:00 to 3:30 PM	The Road to Resilience: Understanding the Impact of Trauma and Building a Trauma Sensitive Classroom (2-day event)	Angela Martin; Dr. Stephanie Ellis	K-12 Classroom Teachers Instructional Coaches Curriculum Facilitators Other Instructional Support Staff UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Students will have difficulty learning unless they feel safe. When it comes to student trauma, there is much that is beyond an educators' power, but there is also a great deal we can do to build a supportive and sensitive environment where students feel safe, comfortable, take risks, learn, and even heal. This professional development helps the educator build an understanding of how trauma impacts students and how to build a classroom that is trauma sensitive. Practical wellness and self-care strategies for the educator will also be shared. When we feel stressed, it is easy to stop doing things that replenish our energy and keep us going through the difficult phases of life. Self care is the active participation of enhancing your physical, mental, emotional, and spiritual health and quality of life. Therefore, this session will focus on taking care of the educator (self care) and also taking care of the student in the classroom!	Online only	95
10/28/2021 1:00 to 3:30 PM	Vocabulary Strategies for Upper Grades	Dr. Karen Sumner	Grades 6-12 Teachers Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	After a brief review of the importance of 'owning words' and background on the value of explicit vocabulary instruction, we will explore how to determine which words to teach our students and look at best practices for embedding vocabulary instruction into content learning. We will view examples of 'bringing words to life' and develop plans for supporting word learning with students, from morphology instruction to teaching discipline specific words. Participants will develop lessons related to vocabulary instruction and practice teaching academic and content vocabulary.	Online only	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
11/2/2021 1:30 to 3:30 PM	English Learners: Building Language Skills Through Problem-Based Learning	BetterLesson	ESL Teachers K-12 Regular Classroom Teachers	Problem-based learning can benefit all learners. Additionally, the tools we use to support English Learners with problem-based learning can build language skills, teach problem-solving, and increase engagement for ALL students. In this virtual workshop, participants will: Define problem-based learning, specifically to develop language skills (PBELL). Explore strategies that build student agency, communication, and background knowledge in English Learners, as well as other student groups. Build and get peer feedback on their plan to support English Learners and all students.	Online only	25
11/3/2021 9:00 to 11:00 AM	Flexible Learning Fundamentals for Leaders: Supporting a New Paradigm of Instruction	BetterLesson	Principals Assistant Principals	Flexible learning puts students at the center whether they are in a hybrid or virtual model. Learners need to understand the best practices and new skills teachers need in order to support their educators to create dynamic and safe learning spaces. In this virtual workshop, leaders will: DEFINE the components of flexible learning including synchronous/asynchronous learning, assessment, and culture. EXPLORE examples of effective learning tools and tech tool integration. BUILD and get peer feedback on their vision for student success that meets the needs of all learners.	Online only	25
11/16/2021 1:00 to 3:30 PM	Differentiating Instruction with Choice Boards and Digital Tools	Mandy Taylor	4-9 Teachers/All Subjects Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	This virtual session will combine two powerful practices, differentiation and digital tools, to create engaging lessons for students in your classroom. This program will explore a framework that ties content, teaching, and digital knowledge together to create standards-aligned choice boards. This program is designed for teachers and instructional coaches in grades 4-9.	Online only	95
11/17/2021 12/2/2021 1:00 to 3:30 PM	(Desmos) Teaching Mathematics Successfully in a Virtual Environment (2-day event)	Dr. Lauren Baucom	Mathematics Teachers/Grade 6-12 Department Chairs Lead Teachers Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Participants in this professional development will explore the features of Desmos to learn how it can be used to engage and teach students of all abilities. By working through classroom-ready tasks, teachers will experience firsthand the variety of pedagogical approaches that Desmos offers to make math approachable for learners of all levels. We will look at ways to motivate students to see the beauty and creativity in math and how to increase student agency, elicit student thinking, and enhance discourse. Participants will walk away ready to use Desmos in their classrooms the next day.	Online only	95
12/1/2021 8:30 to 11:00 AM	A Safe Environment for Students: Schools that Address Social/Emotional Needs	Dr. Carolyn Stone	School Counselors UNCG Faculty/Staff and Counseling Students	Students' social-emotional skills provide a vital connection to academic success. This program session will focus on strategies to help school counselors advocate with their administration to develop an environment that brings an intentional, concerted effort to provide a safe environment for social-emotional development. School counselors understand that conditions can be established that help students develop self-control, express their feelings verbally, learn to listen, and develop an understanding of others. By joining forces with administration, school counselors can help groom conditions whereby students experience authentic opportunities to enhance their social-emotional skills. Participants will: (1) discuss social-emotional skills and their connections to students' academic success; (2) develop strategies to join forces with administration to groom a school that intentionally focuses on social-emotional learning for all students; and (3) create implementation goals for one to three social-emotional skills for the remainder of the 2021-2022 school year.	Online only	95
12/1/2021 1:30 to 3:00 PM	Work-Life Integration (How Can I Do It All?!?): An Interactive Discussion	Dr. Suzanne Danhauer	All School Staff Including Teachers, Administrators, and Other Staff	In this session, we will talk about what work-life integration means (and how work-life "balance" is a myth) and a few related key concepts (life satisfaction, priorities, what energizes you). The session will incorporate participant survey responses and include time for discussion in small-group breakout rooms.	Online only	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
12/2/2021 2:00 to 3:30 PM	Women's History: Securing the Right to Vote (offered in collaboration with Teaching American History)	Dr. Natalie Taylor	Middle and High School Social Studies Teachers	The struggle to secure the vote for American women finds its roots in the abolition movement of the antebellum era. With the conclusion of the Civil War and the emancipation of the slaves, the meaning of citizenship and the expansion of the electorate became a national debate. Advocates of women's rights anticipated that the rights of the freedmen and the rights of women could be advanced simultaneously, but they were disappointed. The US entry into World War I, provoked new arguments for women's participation in politics and strategies for woman suffrage. Upon the passage of the 19th amendment and the inclusion of women in the electorate, women forged new political roles. How does women's participation in politics today compare to what the suffragettes imagine for women's future political participation?	Online only	9k
12/7/2021-Virtual 1/25/2022-GTCC 2/15/2022-GTCC 3/8/2022-Virtual 4/7/2022-GTCC V=12:30 to 2:30 PM G=12:30 to 4:30 PM	Coaching for Change (5-session event)	Dr. John Bennett	Central Office Curriculum Leaders	The goal of Coaching for Change is to elicit the motivation, vision, action, and integration to effect sustainable change through effective coaching practices. The sessions will focus on understanding the importance of trust and vulnerability in leadership; considering the impacts of vulnerability and trust on leading across differences; and understanding and addressing barriers to vulnerability and conflict. Participants will explore and have opportunities to practice coaching strategies both within the sessions and in the job in their districts. Participants will receive copies of Dr. Bennett's book, Coaching for Change.	Online and GTCC Conference Center	21
12/7/2021 9:00 to 11:00 AM	From Feedback to Action: Supporting Teachers to Make Change	BetterLesson	Principals Assistant Principals	Observing a classroom and providing feedback is not enough if teachers do not follow through and practice changes and if instructional leaders do not support them in doing so. This requires structures, tools, and expectations around actionable next steps. In this virtual workshop, participants will: DEFINE actionable feedback. EXPLORE challenges and real-life scenarios related to helping teachers implement feedback. BUILD and get peer feedback on a plan to implement 'post-feedback' processes.	Online only	25
12/8/2021 1:00 to 3:30 PM	Introduction to the Science of Reading	Gin Hodge	Teachers Instructional Coaches UNCG Faculty/Staff and Teacher Education Juniors and Seniors	There is a clear science to teaching reading. Due to advancements in cognitive science, we know more about how our students learn to read than ever before. Please join us as we spend quality time looking closely into best instructional practices that support the Science of Reading.	Online only	95
1/19/2022 1:00 to 3:30 PM	Writing in the K-5 Classroom	Gin Hodge	K-5 Teachers Instructional Coaches UNCG Faculty/Staff and Teacher Education Juniors and Seniors	If our pupils are to be successful in school and in all aspects of their lives, they must learn to write. What is needed to learn to write? Our pupils must receive adequate practice and instruction in writing because writing does not develop naturally. Join us to learn about research-based best practices for teaching writing in kindergarten through fifth grade.	Online only	95
1/25/2022 8:30 AM to 2:45 PM	Meeting the Needs of Our Students through Differentiation	Cheryl Fuller	K-12 Teachers Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Differentiation is a teaching skill that will improve a teacher's performance across all of their teaching standards probably more than any other skill. It is a skill that has grown in importance as teachers welcome students whose learning stages vary widely because of recent and sometimes inconsistent experiences with remote learning. Many teachers are challenged to be able to address so many varied needs of students. This session provides ideas and strategies on how to be successful with this challenge.	GTCC Conference Center	45

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
1/26/2022 2/16/2022 3/9/2022 3/30/2022 1:00 to 3:30 PM	Coaching as a School Leader: Developing Our People to Reach Their Highest Potential (4-session event)	Mia Pumo	Principals Assistant Principals	Can school administrators also be coaches? It's an age-old questions that we will explore together. The short answer is 'yes,' but with certain caveats to consider. Our job as leaders is to develop our people, and coaching plays a significant role in that process. Yet, we also have the role of evaluator. In this four-part series, we will look at our leadership style, explore what coaching means from a leader's perspective, develop our own coaching skills, and begin to design a culture of coaching that results in continuous growth and improvement for all. Series Outcomes: Understand the principles and practices of coaching from a leader's perspective. Discover our own leadership style and how it connects to coaching. Experience peer coaching. Practice coaching conversations. Create entry points into coaching relationships with teachers and staff. Discuss the development of a coaching culture.	GTCC Conference Center	45
1/26/2022 8:30 AM to 2:45 PM	I Have Literacy Data: Now What (K-2)	Jennifer McClinton	K-2 Teachers UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Teachers give numerous literacy assessments that yield data about student achievement and growth. This session will discuss the various types of assessments and how to manage and use these data as a catalyst for meaningful collaborative discussions about student needs and instructional alignment for those diverse needs. Materials will be shared electronically so bring your laptops.	GTCC Conference Center	45
1/27/2022 1:00 to 3:30 PM	Intermediate Canvas - The Canvas Mindset	Mandy Taylor	K-12 Teachers/All Subjects Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Canvas, North Carolina's Learning Management System (LMS), is your place for one-stop learning and course management. This session will be a webinar to show you features in Canvas such as: -Creating buttons/canners for pages/assignments- - Connecting Google Drive Apps for easy access -Learning about new quizzes - Reviewing gradebook features -Adding links, files, and images into a RichTextBox - Discussions - how to create productive online discussions -Group work/peer review Participants can build in a Canvas course while getting ideas from the instructor and each other. This session will be recorded and available so participants can re-watch the demonstration. Make sure you have access to Canvas within your district so that you can create a course. Come with an open mind and be ready to learn! It is Canvas time!	Online only	95
2/1/2022 8:30 AM to 2:45 PM	The Culturally Responsive Teacher	Dr. Dutchess Maye	K-12 Teachers Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	This session is designed to equip teachers with the know-how and 'withitness' to create learning environments that appeal to today's tech-savvy, culturally, and/or linguistically diverse learners. Teachers will identify ways to increase their own cultural competence and incorporate the cultural capital of their students into instruction. With a heightened consciousness for social justice, participants will leave this session with a set of practices that foster high student engagement, create relevance for meaningful learning, honor students' values, and challenge pervasive assumptions about the curriculum.	GTCC Conference Center	45
2/8/2022 9:00 to 10:30 AM	How to Lead When Everyone (Including You) Is Exhausted	Dr. Suzanne Danhauer	School and Central Office Administrators	In this session, we will describe how people often report feeling after an extended highly stressful and uncertain time, compare common emotional responses, and discuss potential strategies to increase energy and well-being in those we lead (and ourselves). The session will include time for discussion in small-group breakout rooms.	Online only	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
2/15/2022 8:30 AM to 2:45 PM	Potential Problem Analysis and Problem Analysis	Dr. Alicia Tate	Exceptional Children Leaders Other District Leaders	This day-long session will introduce two evidence-based strategies to enhance administrative problem-solving and planning skills. First, Potential Problem Analysis helps leaders anticipate and protect against potential problems maximizing the likelihood that new programs, changes, and/or initiatives will bring desired results. The second strategy, Problem Analysis, helps leaders find true cause when expectations are not met by identifying, organizing, and analyzing relevant data. Use of this strategy helps leaders avoid ineffective action by first ruling out improbable (or favored) causes.	GTCC Conference Center	45
2/16/2022 8:30 AM to 2:45 PM	Place Value Progression (Grades 3-5)	Robin Barbour	Grades 3-5 Teachers Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Place value understanding is foundational to building number sense and many math concepts from Kindergarten to Grade 8. In this session, we will experience tasks that build student understanding of place value from operations with whole numbers and decimals, metric conversions, to scientific notation. Modeling with base 10 blocks, decimal grids, and number lines will be emphasized.	GTCC Conference Center	45
2/17/2022 1:00 to 3:30 PM	Vocabulary Instruction in the K-5 Classroom	Gin Hodge	K-5 Teachers Instructional Coaches UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Participants will first review the importance of 'owning words' and obtain background on the value of explicit vocabulary instruction. We then will explore how to determine which words to teach our students. We will view examples of how to 'bring words to life' and how to use them in your K-5 classroom.	Online only	45
2/23/2022 1:00 to 3:30 PM	Crossover: A Change is 'Gonna' Come	Dr. Annie Wimbish	Beginning Principals in their first, second, or third years	'Rapid organizational change is the No. 2 leadership development challenge in the next two to five years and, logically, change is the second most important topic for leadership development.' (Center for Creative Leadership: Leading Insights Study) In this session, participants will explore why change efforts fail in schools and build knowledge of critical phases to successful change. They will leave with actionable steps to build muscles to strengthen school improvement.	GTCC Conference Center	45
2/23/2022 8:30 AM to 2:45 PM	Reading Strategies for Closing Gaps in Reading Abilities (Grades 4-5)	Jennifer McClinton	Grades 4-5 Teachers UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Struggling readers in the upper grades are something we all encounter. While it can be a daunting task, it is possible to find their deficits outside of comprehension and make growth in reading. In this session, we will discuss student growth versus achievement, identifying deficits in struggling readers, and resources to support those readers.	GTCC Conference Center	45
3/2/2022 8:30 AM to 2:45 PM	Inspect What You Expect: Active Instructional Leadership (AIL)	Dr. Annie Wimbish	Principals Assistant Principals UNCG Faculty/Staff and Educational Leadership Students	North Carolina Standards for School Executives emphasize how important it is for school executives to 'set high standards for professional practice.' Thus, (s)he must be 'knowledgeable of best instructional and school practices' and use this knowledge to support the 'creation of collaborative structures within the school for the design of highly engaging schoolwork for students.' In this session, participants will be provided with several take-away tools and strategies to increase their knowledge of best instructional and school practices around engagement versus compliance, identifying teacher types, improving observation skills, providing effective feedback, and more.	GTCC Conference Center	45
3/16/2022 8:30 AM to 2:45 PM	Division Progression	Robin Barbour	Grades 3-8 Teachers Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	This session will focus on the progression of division from whole numbers to rational numbers. We will explore the types of division, the relationship between division and multiplication, the role of place value, and modeling.	GTCC Conference Center	45

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
3/22/2022 8:30 AM to 2:45 PM	Conceptual Understanding/Framework for Teaching Math (6-12)	Kenna Barger	Grades 6-12 Math Teachers Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	When we ask students to memorize algorithms and steps, we are essentially asking them to memorize hundreds of isolated processes. This approach does not allow students to explore the 'what' and the 'why' which is foundational to building a conceptual understanding of mathematics. In this session, we will explore the role of the conceptual knowledge dimension and the important role that context plays in developing fact and procedural fluency so that students are better equipped to make connections allowing for greater retention and transferability. Participants will engage in a series of lessons and unit components that follow a learning cycle built around a conceptual framework that can be used with any curriculum.	GTCC Conference Center	45
3/22/2022 1:00 to 3:30 PM	Conflict Resolution	Dr. Deborah E Jones	Beginning Principals in their first, second or third years	Conflict is a normal but uncomfortable aspect of school leadership. Conflicts arise very often when changes are implemented at the school level. Relationships are key in addressing conflict, and this includes knowing oneself as well as others. The True Colors Personality Assessment will be administered to provide a fun and refreshing way of knowing oneself, others, and respecting of differences. The True Colors Assessment includes building blocks for establishing relationships and enhancing community skills. How can a beginning principal address conflict to ensure school and student success? In this session, principals will learn concepts and information that will enhance their understanding of conflict and how vital it is to the school improvement process. Tips and strategies will be introduced to help principals resolve conflicts. Principals will role-play various conflict resolution situations. This session addresses the NC Executive Leadership (Principal/Assistant Principals) Standard 1 (Strategic Leadership); Standard 3 (Cultural Leadership); Standard 5 (Managerial Leadership); and Standard 7 (Micro-Political Leadership).	GTCC Conference Center	45
3/23/2022 1:00 to 3:30 PM	Reading and Decoding	Gin Hodge	Grades 3-5 Teachers Instructional Coaches Curriculum Facilitators UNCG Faculty/Staff and Teacher Education Juniors and Seniors	Despite our knowledge of effective reading instruction in the early grades, only 36% of fourth graders in North Carolina read at or above proficiency according to the 2019 NAEP assessment. By fourth grade, it is common for instruction to shift from 'learning to read' to 'reading to learn', which assumes that students have already mastered basic reading skills like decoding and fluency. With decreased instruction focused on learning to read, students who do not read proficiently by the end of third grade will likely encounter additional learning challenges, and teachers must support these students before the gap widens. Join us to learn about the research surrounding reading and decoding practices most effective for struggling students.	Online only	95

Professional Development Site Locations Legend

GTCC Cameron Campus: Guilford Technical Community College Cameron Conference Center, 7908 Leabourne Road, Colfax, NC

Online: Via Zoom

PTEC District Seat Restrictions for Sessions

Group Size of 95 (Large = 7; Small = 4); Group Size of 45 (Large = 3; Small = 2); Group Size of 25 (Large = 2; Small = 1); Group Size of 21 (All = 1)

Large Districts: Alamance-Burlington, Davidson, Guilford, Randolph, Rockingham, Winston Salem/Forsyth

Small Districts: Asheboro, Caswell, Chapel Hill/Carrboro, Chatham, Davie, Lexington, Montgomery, Mount Airy, Stokes, Surry, Thomasville, Yadkin & UNCG)