

# A TEACHING AND LEARNING COLAB



# GREELEY

Wednesday, June 8, 2022  
8:30 am - 3:30 pm



UNIVERSITY OF  
**NORTHERN  
COLORADO**

This summer, teachers and leaders are invited to attend the Greeley Teaching and Learning CoLab, a new kind of no-cost professional development event that brings together stakeholders from school districts, higher education, professional teaching and other organizations, and the Colorado Department of Education. Registration is limited to 200 participants, each of whom will receive 8 CDE certificate hours.

## Who Should Attend?

Participants are encouraged to attend the CoLab as a team, with teachers representing multiple grades and/or content areas. Focus content areas for 2022 include English language arts, health and physical education, mathematics, science, and computer science. Leadership-focused sessions will be provided for principals and other school leaders. For registration and to learn more about the event, visit:

[cde.state.co.us/colab](https://cde.state.co.us/colab)

Thank you to the University of Northern Colorado for hosting this event and to these other collaborating organizations:



- COMPREHENSIVE HEALTH
- COMPUTER SCIENCE
- DANCE
- DRAMA & THEATRE ARTS
- ENGLISH LANGUAGE ARTS
- MATHEMATICS
- MUSIC
- PHYSICAL EDUCATION
- READING, WRITING AND COMMUNICATING
- SCIENCE
- SOCIAL STUDIES
- TECHNOLOGY
- WORLD LANGUAGES



## UNC Teaching and Learning CoLab 2022

- D District/School Planning and Closing  
 G General Session  
 H Health Education (Comprehensive Health)
- L Lunch  
 M Mathematics  
 P Physical Education  
 R Reading Writing Communicating  
 N Registration
- S School Leadership  
 I Science  
 T Transition/Break

## JUNE 8 • WEDNESDAY

<b>PINNED</b> 8:15am – 9:00am	<b>N</b> <b>Registration and Check-in</b> Registration and Check in for the Teaching and Learning CoLab. Visit the resources table in the lobby.	TBA
<b>PINNED</b> 9:00am – 9:45am	<b>G</b> <b>Welcome and Orientation</b> Welcome and Orientation - Participants are welcome and opening sessions. Participants will be welcomed by a University Representative and CDE Representative. We will lay the foundation for an exciting day of learning and collaboration.	TBA
<b>PINNED</b> 9:45am – 10:00am	<b>T</b> <b>Transition/Break</b>	TBA
10:00am – 11:00am	<b>Breakout Session 1</b>	TBA
10:00am – 11:00am	<b>H</b> <b>More Than Sex and STIs: Comprehensive Human Sexuality Education</b> <i>Speakers: Danielle Tuft, Deja Moore</i> Comprehensive Human Sexuality Education (CHSE) is known to improve youth sexual health and reduce unintended pregnancy, but what about suicide, bullying, and sexual violence? This session will explore how CHSE policies and instruction, with a focus on approaches that center equity, can be used to impact risk and protective factors and multiple youth outcomes. Presenters will discuss the research behind CHSE, core components of instruction, and available resources to support implementation to meet the needs of youth.	TBA
10:00am – 11:00am	<b>H</b> <b>Practice, Practice, Practice: The Road to Students Mastering Health Skills</b> <i>Speakers: Amanda Nichols</i> <b>Session Description:</b> Colorado's Comprehensive Health Education Standards emphasizes a skills-based approach to health education, pairing each Grade Level Expectation with a health skill outlined in the National Health Education Standards. In order for students to demonstrate proficiency in the Evidence Outcomes, students need relevant and engaging practice opportunities that allow students to apply the functional health information to the health skills. This session will support health educators to use the health skill progression model in order to lead the the proficiency of each standard.  <b>Participants Will Be Able To:</b>  1. Explain the importance of relevant and engaging practice opportunities for skills-based health education. 2. Define practice in skills-based health education. 3. Determine the difference between effective and not-so-effective practice opportunities in skills-based health education.	
10:00am – 11:00am	<b>H</b> <b>Social Emotional Learning in Schools: Creating a Caring Classroom Environment</b> <i>Speakers: Michelle Malvey</i>	

10:00am – 11:00am	M	<p><b>Accelerate Don't Remediate</b></p> <p><i>Speakers: Mary Pittman</i></p> <p>The pandemic led to an abundance of missed learning, the question of how to get kids up to speed is critical. This session will explore the findings from a study that compared traditional remediation and learning acceleration. Analyzing data across 6,000 classrooms over the 2020–21 school year, the study found that students who experienced learning acceleration struggled less and completed more grade-level lessons than those who experienced the more traditional approach of remediation. We will explore: How does learning acceleration differ from remediation?; and, What does learning acceleration mean in practice?</p>	TBA
10:00am – 11:00am	M	<p><b>Creating Worthwhile Mathematical Tasks</b></p> <p><i>Speakers: Kim Mahovsky, Hannah Kang</i></p> <p>We will examine teaching through problem solving and determine the difference between high-level and low-level cognitive demand tasks. The difference between procedural and conceptual mathematics is explored through different lenses. Groups will create performance-based tasks as it relates to their grade level and jigsaw to uncover solutions using differing strategies. Through these activities, participants will gain a deeper understanding of worthwhile tasks that promote constructivism in all math lessons no matter the content.</p>	TBA
10:00am – 11:00am	M	<p><b>Five Steps to Develop Math Reasoning and Language</b></p> <p><i>Speakers: Robert Powers, Lindsay Reiten</i></p> <p>Facilitators will introduce the 5 Practices for Orchestrating Productive Mathematics Discussions. Based on a lesson from the Core Connections Algebra from the CPM Educational Program, participants will engage in an activity using the 5 Practices. Facilitators will make explicit the practices of selecting and sequencing of solutions as well as the connections made between each solution and the task goals and the connections among the solutions. Based on their experience, participants will reflect on how mathematical discourse can support the development of mathematical practices and language.</p>	TBA
10:00am – 11:00am	P	<p><b>NutriPlay – The active way to teach the importance of nutrition!</b></p> <p><i>Speakers: Andy Tupy</i></p> <p><b>Session Description</b></p> <p>Incorporate national physical education standards with nutritional learning in an active environment. These games are ready-to-use and promote healthy messages while keeping kids moving. If you are looking for a fun way to teach nutrition, like active learning and want to have fun – this session is for you!</p>	
10:00am – 11:00am	P	<p><b>Standards-Based Assessment &amp; Effective Data Use in Physical Education</b></p> <p><i>Speakers: Brian Dauenhauer, Jennifer Krause, Taemin Ha</i></p> <p>This session will guide participants through the development process for creating standards-based assessments aligned with national/state standards and their school's current physical education curriculum. We will then brainstorm practical strategies for how the results of assessments can be used to drive instruction, curriculum, program improvement, and advocacy efforts. The session is applicable to all grade levels, K-12.</p>	TBA
10:00am – 11:00am	R	<p><b>READ Act Assessments</b></p> <p><i>Speakers: Tammy Yetter</i></p> <p>Participants will learn about the requirements for the use of assessments in the READ Act. The session will provide information on the process for the review of assessments for the READ Act Advisory List of Assessments and the timeline for upcoming assessment reviews.</p>	TBA
10:00am – 11:00am	R	<p><b>Strategies for Increasing and Improving Academic Writing in grades 6-12</b></p> <p>In this session, participants will explore strategies to increase the output of academic writing and improve the quality of academic writing across all content areas.</p>	

10:00am – 11:00am	<b>R Supporting Student Engagement and Learning through the Inquiry Activity of Written Conversations</b>	TBA
	<p><i>Speakers: Kitty LaFond</i></p> <p>If institutions of education view student engagement as paramount in student achievement, it is important that the construct be clearly defined and that educators and curriculum designers examine academic activities for their impact on student engagement and the learning process. Please join this session and learn about the inquiry based activity, Written Conversations. Be involved in examining how this activity supported and constrained student engagement and the learning process for ALL students.</p>	
10:00am – 11:00am	<b>S Developing Teacher Leaders</b>	TBA
	<p><i>Speakers: Stephen Seedorf</i></p> <p>Have you ever felt like you wanted to explore opportunities within leadership but haven't felt like a leader? Do you wish you had a better professional relationship with your administration? This session will explore these ideas and more as they relate to your development as a teacher leader in your school. From how to demonstrate leadership in your classroom, taking on leadership roles in team meetings, developing new opportunities for other teachers, and even taking the next step into administration, we will discuss what is possible and appropriate.</p>	
	<p>This session is more focused on teacher experience, and how teachers can become leaders in their classrooms and schools. Leadership and communication skills discussed in this session are applicable to any classroom and age of students with small modifications and align well with reading, writing, and communicating standards as well as collaboration.</p>	
10:00am – 11:00am	<b>S Effective Implementation of Initiatives through a well-structured Multi-Tiered System of Supports for School Admin</b>	
	<p><i>Speakers: Rebecca Knighton</i></p> <p>Colorado Multi-Tiered System of Supports (COMTSS) is a framework applied at all educational levels that uses implementation science to create one integrated system. This system is designed to support the needs of all students by creating structures, operations, and opportunities that systemically remove barriers for adults as they implement solutions for students. Participants of this session will dive into the 5 essential components making up COMTSS and learn how to create the infrastructure they need for effective implementation of prioritized initiatives that lead to student improvements. Tools and resources will be shared that schools and districts can access to build content knowledge and improve successful implementation of multi-tiered systems at their sites.</p>	
10:00am – 11:00am	<b>I Introducing the CAS Science: Science Teaching and Learning in 3D</b>	
	<p><i>Speakers: Maya Garcia</i></p>	
10:00am – 11:00am	<b>I Place Based Phenomena Teaching with the Colorado Academic Standards for Science and Project Learning Tree</b>	TBA
	<p><i>Speakers: Rose Banzhaf, Danielle Ardrey</i></p> <p>Colorado Project Learning Tree (PLT) is committed to supporting educators in providing instruction that helps students meet Colorado Academic Standards for Science. PLT activities provide students opportunities to explore the three dimensions of science to build knowledge and understanding. In addition, activities offer phenomenon-based learning, which involves exploring the real world through learner-centered, multidisciplinary investigations that promote inquiry and problem solving. Join this interactive session and come away with hands-on, place-based activities to empower your teaching.</p>	

10:00am – 2:30pm

**I Developing & Using Models to Unravel Phenomena (FULL DAY SESSION)**

TBA

*Speakers: Tim Blesse*

Models can open up new worlds for allowing students to reflect their understanding of phenomena, especially for second language learners. They can also serve as great jumping off points for deepening student thinking and for motivating communication. But learning to use them in new ways takes time. In this workshop you will have the opportunity to participate in a series of activities that demonstrate some rich new ways that students can engage in the science and engineering practice of modeling.

Join with peers from your teaching grade level, as you look at the vertical progression of this practice and how you can better implement it into you classes and explore how it relates to the other science and engineering practices.

**PINNED**

11:00am – 11:15am

**T Transition/Break**

TBA

11:15am – 11:30am

**R The Art of Braiding: A Framework for Using Literature to Organically Blend and Apply ELA & SEL Standards**

TBA

Misconceptions of SEL in the classroom have led to the misguided notions that SEL is only about mindfulness and the forced discussion of feelings. However, a closer examination of the five SEL competencies reveals that they can be used to help students recognize their own strengths, practice identifying and analyzing problems, and engage in self-motivation and goal setting. In this presentation, teachers will learn about the basic competencies of Social & Emotional Learning as well as steps for how to meaningfully integrate those competencies into ELA classrooms using literature.

This presentation will address reading comprehension standards such as determining a theme or central idea of a text and analyzing how complex characters develop over the course of a text. Additionally, it will address the Colorado Essential Skills of demonstrating an accurate and clear sense of goals, abilities, and needs and knowing how to request or acquire them.

11:15am – 12:15pm

**Breakout Session 2**

TBA

11:15am – 12:15pm

**H Introduction to Skills-Based Health Education: Daily Lesson Planning, Mastery, and Assessment***Speakers: Amanda Nichols***Session Description:**

Maintain healthy behaviors, change unhealthy behaviors, and delay the onset of risky behaviors for all students. Research shows that to reach these goals, health teachers need to specifically teach health skills. Teachers will first have an opportunity to explore the new Colorado Health Standards (effective 2020) and the National Health Standards to better understand the role that health skills play in comprehensive health education. Teachers will then learn how to supplement current unit and lesson plans with explicit health skill instruction. Teachers will leave the training with a foundational knowledge of skills-based Health Education, lesson plans that focus on student skill development, criteria of what student mastery should look like, and performance-based assessments that can be used in their classroom.

**Participants Will Be Able To:**

- Identify key shifts within the new Colorado Comprehensive Health Education Standards and connection to National Health Education Standards;
- Explain the purpose of skills-based health education
- Utilize the Health Skills Progression Model to guide learning activities and teacher planning;
- Develop lesson plans to teach the introduction, reinforcement, and mastery of health skills.

11:15am – 12:15pm	H	<p><b>More Than Sex and STIs: Comprehensive Human Sexuality Education</b></p> <p><i>Speakers: Deja Moore, Danielle Tuft</i></p> <p>Comprehensive Human Sexuality Education (CHSE) is known to improve youth sexual health and reduce unintended pregnancy, but what about suicide, bullying, and sexual violence? This session will explore how CHSE policies and instruction, with a focus on approaches that, can be used to impact risk and protective factors and multiple youth outcomes. Presenters will discuss the research behind CHSE, core components of instruction, and available resources to support implementation to meet the needs of youth.</p>	TBA
11:15am – 12:15pm	M	<p><b>Accelerate Don't Remediate</b></p> <p><i>Speakers: Mary Pittman</i></p> <p>The pandemic led to an abundance of missed learning, the question of how to get kids up to speed is critical. This session will explore the findings from a study that compared traditional remediation and learning acceleration. Analyzing data across 6,000 classrooms over the 2020–21 school year, the study found that students who experienced learning acceleration struggled less and completed more grade-level lessons than those who experienced the more traditional approach of remediation. We will explore: How does learning acceleration differ from remediation?; and, What does learning acceleration mean in practice?</p>	TBA
11:15am – 12:15pm	M	<p><b>How to Conduct a Productive Math Struggle</b></p> <p><i>Speakers: Hannah Kang, Gulden Karakok, Kim Mahovsky, Jenni Harding Middleton</i></p> <p>Supporting productive struggle in learning mathematics is one of the eight mathematics teaching practices recommended in NCTM's <i>Principles to Actions</i> book. This practice views mathematical thinking and understanding struggles as learning opportunities to make sense of mathematical ideas. This session will model how to support productive struggles, and how to create, conduct, and evaluate them for your own elementary classroom.</p>	TBA
11:15am – 12:15pm	M	<p><b>Data Science: New Frontier or Same Old Statistics?</b></p> <p><i>Speakers: Raymond Johnson, Chris Summers</i></p> <p>What is data science, and why is it mentioned in seemingly every conversation about high school math pathways? And is it really anything more than statistics with computers? In this session, we'll look at how data science represents a multidisciplinary STEM field and learn about some of the curricular programs growing to meet educational and industry demands.</p>	TBA
11:15am – 12:15pm	P	<p><b>Advocating for your Health and Physical Education Programs</b></p> <p><b>Session Description:</b></p> <p>Collaborative and interactive session about benefits of advocating for your Health and Physical Education program. Participates will share ideas, access available resources and create next steps for implementation.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the importance of Health and Physical Education and it's benefits to students.</li> <li>2. Advocate at the school and district level using provided resources.</li> <li>3. Identify 2-3 next steps that they would like to incorporate in their school/district.</li> </ol>	

11:15am – 12:15pm	P <b>Interactive Physical Education Space</b>	<p><i>Speakers: Ben Wells</i></p> <p><b>Session Description:</b> Have students that are obsessed with video games and less interested in practicing physical education skills? Want to increase the participation and engagement of all students, not just the physically blessed ones? Only have access to a few pieces of technology? This session focuses on how to create an interactive wall or space within your education space. While there are companies out there that provide entire systems to create interactive walls and challenges and can cost quite a bit. Learn how to develop your own basic interactive wall and use it to leverage your students interest in video games and such. Within this session you will learn to develop and use an interactive space with the tools currently available to you.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Participants will be able to create an interactive wall or space within your education space using technology tools available to them now.</li> <li>2. As a result of this training participants will be able to try different technology tools and develop their own form, feel for an interactive wall or space.</li> </ol>	
11:15am – 12:15pm	P <b>Teacher and Support Staff Training and Development in Adapted Physical Education</b>	<p><i>Speakers: Danielle Musser</i></p> <p>Participants will learn about the world of adapted physical education. We will be focused on disability awareness and trying a variety of physical activities with adaptations. Participants will be able to expand their knowledge to better support their students, support staff, and general physical education teachers with this session.</p>	TBA
11:15am – 12:15pm	P <b>Team Building &amp; Group Collaboration Activities</b>	<p><i>Speakers: Andy Tupy</i></p> <p><b>Session Description</b></p> <p>We will review class management techniques, have fun with some ice breaker/group activities and strategize with your group as you work your way through some creative and challenging stations in this hands-on session. Come learn how collaborative team activities can address several grade level outcomes.</p>	
11:15am – 12:15pm	R <b>Introduction to 4+ READ Plans: Guidance Aimed at Supporting Students on READ Plans in Secondary Grades</b>	<p><i>Speakers: Olivia Gillespie</i></p> <p>This session will support the district leaders, school administrators, and classroom practitioners in meeting the literacy needs of students who remain on READ Plans in grades 4-12. We will walkthrough phase one of the guidance being released by the Colorado Department of Education that addresses frequently asked questions in the following areas: legislation, systems and structures, curriculum and instruction, assessments, transition, leadership, English language learners, and students with disabilities. This session will preview the work for phases two-four and opportunities for collaboration between CDE and districts on guidance, resources, and professional development.</p>	TBA
11:15am – 12:15pm	R <b>Selecting Scientifically and Evidence Based Curricula</b>	<p><i>Speakers: Claudia Ladd</i></p> <p>We share common goals and responsibility in ensuring that our students are confident and skillful readers. Selecting an instructional program is essential in working towards these shared goals. In this training, we will go through some high-level information on scientifically and evidence-based reading instruction, discuss the differences between Core, Supplemental, and Intervention programming, and walk through tools that can be used to help in this decision-making process.</p>	TBA
11:15am – 12:15pm	R <b>Supporting Student Engagement and Learning through the Inquiry Activity of Written Conversations</b>	<p><i>Speakers: Kitty LaFond</i></p> <p>If institutions of education view student engagement as paramount in student achievement, it is important that the construct be clearly defined and that educators and curriculum designers examine academic activities for their impact on student engagement and the learning process. Please join this session and learn about the inquiry based activity, Written Conversations. Be involved in examining how this activity supported and constrained student engagement and the learning process for ALL students.</p>	TBA

11:15am – 12:15pm	<b>S Universal Design for Learning: Creating Inclusive Learning Environments (School and Building Leader Session)</b> <i>Speakers: Arlisha Lawson</i> This session will discuss the ways that Colorado Multi-Tiered System of Supports (COMTSS) and Universal Design for Learning (UDL) are interwoven and work hand-in-hand with the Colorado Academic Standards to proactively create accessible, inclusive, and equitable learning environments. The overall goal of this session is to offer participants tangible ways, using COMTSS & UDL in combination with the Colorado Academic Standards, to proactively increase accessibility and engagement in the classroom for all students.	TBA
11:15am – 12:15pm	<b>I Backyard Science: Exploring Connections to the Science Standards through Local Phenomenon</b> <i>Speakers: Maya Garcia, Heather Hubbard</i> Learn how you can use locally available phenomena to engage students in making sense of phenomena in their local community. During the session, we will unpack CAS Science aligned instructional practices, and engage with the Colorado Essential Skills and Science and Engineering Practices. We will discuss media resources, and authentic data sets, and model the selection of locally relevant phenomena.	
<b>PINNED</b> 12:15pm – 1:15pm	<b>L Lunch/Resource Fair - Box Lunch Provided for Participants</b>	TBA
<b>PINNED</b> 1:15pm – 1:30pm	<b>T Transition/Break</b>	TBA
1:30pm – 2:30pm	<b>Breakout Session 3</b>	TBA
1:30pm – 2:30pm	<b>How Fun Can Health Class Be??</b> <i>Speakers: Deanne Romero</i> <b>Session Description:</b> Participants will gain firsthand experience in applying Skills-Based Health Education strategies by engaging in mini Health lessons. Learn how easy it is to use hands-on, interactive, engaging activities to accompany your Skills-Based Health Education program and bring your Health class to life. You will leave with ideas you can implement tomorrow.  <b>Learning Target:</b> <ul style="list-style-type: none"><li>participants will be able to identify three strategies to increase interaction, engagement and participation in Health education.</li></ul>	
1:30pm – 2:30pm	<b>H Introduction to Skills-Based Health Education: Daily Lesson Planning, Mastery, and Assessment</b> <i>Speakers: Amanda Nichols</i> <b>Session Description:</b> Maintain healthy behaviors, change unhealthy behaviors, and delay the onset of risky behaviors for all students. Research shows that to reach these goals, health teachers need to specifically teach health skills. Teachers will first have an opportunity to explore the new Colorado Health Standards (effective 2020) and the National Health Standards to better understand the role that health skills play in comprehensive health education. Teachers will then learn how to supplement current unit and lesson plans with explicit health skill instruction. Teachers will leave the training with a foundational knowledge of skills-based Health Education, lesson plans that focus on student skill development, criteria of what student mastery should look like, and performance-based assessments that can be used in their classroom.  <b>Participants Will Be Able To:</b> <ul style="list-style-type: none"><li>Identify key shifts within the new Colorado Comprehensive Health Education Standards and connection to National Health Education Standards;</li><li>Explain the purpose of skills-based health education</li><li>Utilize the Health Skills Progression Model to guide learning activities and teacher planning;</li><li>Develop lesson plans to teach the introduction, reinforcement, and mastery of health skills.</li></ul>	

1:30pm – 2:30pm	H	<b>Social Emotional Learning in Schools: Creating a Caring Classroom Environment</b> <i>Speakers: Michelle Malvey</i>	
1:30pm – 2:30pm	M	<b>Accelerate Don't Remediate</b> <i>Speakers: Mary Pittman</i> The pandemic led to an abundance of missed learning, the question of how to get kids up to speed is critical. This session will explore the findings from a study that compared traditional remediation and learning acceleration. Analyzing data across 6,000 classrooms over the 2020–21 school year, the study found that students who experienced learning acceleration struggled less and completed more grade-level lessons than those who experienced the more traditional approach of remediation. We will explore: How does learning acceleration differ from remediation?; and, What does learning acceleration mean in practice?	TBA
1:30pm – 2:30pm	M	<b>How to Conduct a Productive Math Struggle</b> <i>Speakers: Jenni Harding Middleton, Kim Mahovsky, Hannah Kang, Gulden Karakok</i> Supporting productive struggle in learning mathematics is one of the eight mathematics teaching practices recommended in NCTM's <i>Principles to Actions</i> book. This practice views mathematical thinking and understanding struggles as learning opportunities to make sense of mathematical ideas. This session will model how to support productive struggles, and how to create, conduct, and evaluate them for your own elementary classroom.	TBA
1:30pm – 2:30pm	M	<b>Making the Mathematics Standards Work for You</b> <i>Speakers: Raymond Johnson</i> It's not uncommon to feel overwhelmed when trying to read and understand the Colorado Academic Standards for Mathematics. In this session, we'll make sense of the organization of the standards and spend time understanding the themes and progressions of learning that help teachers make good decisions about teaching the right content, at the right time, for the right amount of time. We will also explore the Coherence Gap Spreadsheet, a tool for helping teachers understand possible consequences of skipping or not fully covering all the standards.	
1:30pm – 2:30pm	P	<b>Advocating for your Health and Physical Education Programs</b>	
1:30pm – 2:30pm	P	<b>Standards-Based Assessment &amp; Effective Data Use in Physical Education</b> <i>Speakers: Brian Dauenhauer, Taemin Ha, Jennifer Krause</i> This session will guide participants through the development process for creating standards-based assessments aligned with national/state standards and their school's current physical education curriculum. We will then brainstorm practical strategies for how the results of assessments can be used to drive instruction, curriculum, program improvement, and advocacy efforts. The session is applicable to all grade levels, K-12.	TBA
1:30pm – 2:30pm	P	<b>Tips &amp; Tricks for Managing Classroom Physical Activity</b> <i>Speakers: Veronica Adams</i> Students spend a significant amount of their time in school engaged in sedentary behaviors. This session will provide participants with examples of ways to meaningfully integrate movement and academic content. Participants will be taught strategies to effectively manage movement in the classroom, and will experience several movement-based classroom lessons!	TBA

1:30pm – 2:30pm	<b>R Introduction to the Colorado Writing Framework</b> <i>Speakers: Olivia Gillespie</i> This introduction to the Colorado Writing Framework begins with a lean toward examining the principles and beliefs around writing, in general, and teaching writing, in particular. Because of the complexity and the unique demands inherent in the teaching of writing, it is important for district leadership, as well as school leaders, to bring to the surface the principles and beliefs that teachers hold. The end result is to identify, and develop, if necessary, shared principles and beliefs that teachers hold regarding the teaching of writing.  Why start with principles and beliefs? Principles and beliefs — whether they are conscious or unconscious, articulated or not — influence decisions made in the classroom. It's important for teachers, individually and collectively, to surface those principles and beliefs.  This introduction connects these more abstract principles and beliefs to a research base. From there, it offers the elements of a “desired state” of teaching writing: the observable teachers actions and student behaviors that are present when effective writing instruction takes place?	TBA
1:30pm – 2:30pm	<b>R READ Act Assessments</b> <i>Speakers: Tammy Yetter</i> Participants will learn about the requirements for the use of assessments in the READ Act. The session will provide information on the process for the review of assessments for the READ Act Advisory List of Assessments and the timeline for upcoming assessment reviews.	TBA
1:30pm – 2:30pm	<b>R Strategies for Increasing and Improving Academic Writing in grades 6-12</b> <i>Speakers: Jennifer Gottschalk</i> In this session, participants will explore strategies to increase the output of academic writing and improve the quality of academic writing across all content areas.	
1:30pm – 2:30pm	<b>S Essential Practices for Developing and Improving Education for Multilingual Learners</b> <i>Speakers: Morgan Cox, Lindsay Swanton</i> While the Multilingual Learner (ML) population continues to increase rapidly across Colorado, challenges, as well as opportunities emerge for schools and districts to engage in a continuous improvement process to establish and/or improve upon their Language Instruction Educational Programs (LIEPs) in their districts and schools. In this session, School and District leaders will learn essential practices leaders can implement for developing and improving LIEPs. There will be opportunities to engage with other school and district leaders to support each others' learning as they dig into this complex and worthwhile work to improve academic and linguistic growth and achievement for MLs.	TBA
1:30pm – 2:30pm	<b>I Backyard Science: Exploring Connections to the Standards through Local Phenomenon</b> <i>Speakers: Heather Hubbard</i> Learn how you can use locally available phenomena to engage students in making sense of phenomena in their local community. During the session, we will unpack CAS Science aligned instructional practices, and engage with the Colorado Essential Skills and Science and Engineering Practices. We will discuss media resources, and authentic data sets, and model the selection of locally relevant phenomena.	
1:30pm – 2:30pm	<b>I Introducing the CAS Science: Science Teaching and Learning in 3D</b> <i>Speakers: Maya Garcia</i>	
<b>PINNED</b> 2:30pm – 2:45pm	<b>T Transition/Break</b>	TBA
2:45pm – 3:45pm	<b>D District/School Planning and Closing</b>	TBA