

Elementary Education Institute at TCU

July 18-19, 2017

EE17K21 Professional Development for ELA Teachers Grades K-2

Course Description:

The K-2 ELA course is designed to assist K-2 ELA teachers in implementing successful, interactive, fun, TEKS based lessons into their guided reading and writing blocks of time. Time will be allowed for sharing ideas, brainstorming, and creating efficient and effective lessons with a focus on best practices and the TEKS. We will have opportunities to simulate actual guided reading and writing lessons with hands-on learning stations.

Topics may include the following:

- Small group guided reading instruction
- Small group guided writing instruction
- Small group ELA learning stations
- Large group ELA instruction
- Differentiated instruction in the ELA classroom
- Phonics and vocabulary instruction
- Reading fluency and comprehension instruction
- Authentic and formal assessment

What participants should bring:

- A favorite ELA lesson plan or project to share.
- A favorite children's book.

What participants will take with them:

- Activities and lessons that align with the TEKS and can be implemented into your classrooms.

Instructor bio:

Dorion DeMeyer currently teaches first grade at Austin Peace Academy in Austin, Texas. Previously, she was a third through fifth grade reading intervention teacher for The Meadows Center For Preventing Educational Risk, The University of Texas at Austin College of Education. Prior to that, she taught a K-2 classroom at Austin Village Academy, with a focus on reading and writing instruction and social emotional learning. She has also owned her own educational consulting business since 2008 in which she tutors K-5th grades in all subjects. She collaborates with teachers on classroom design, conducts parent/homeschool curriculum workshops, and manages recreational programs for youth. From 2005 through 2008 she worked for Leander ISD as a first grade teacher, a special education teaching assistant, and an early learning environment (ELE) lead teacher. She has an undergraduate degree from the University of Texas at San Antonio in interdisciplinary studies, with specializations in early childhood education (ECE) and reading, grades 1-8.

EE17K22 Professional Development for Math Teachers Grades K-2

Course description:

The purpose of this session is to develop teaching strategies and activities that create a learning environment for student success. Focus will be on breaking down the TEKS into core activities, aligning vertically, identifying gaps and breakdowns, how to cover the TEKS efficiently and effectively, and building activities and

lessons that cover each core category while still covering multiple TEKS. Time will be allowed for sharing best practices, brainstorming, creating activities, and formulating a plan on how/when to implement them in the classroom. Participants can expect to leave with a strong understanding of the core math TEKS and a clear plan of execution.

Instructor bio:

Shaula Shaffer currently serves as a K-1 looping teaching at the Academy at Nola Dunn in Burleson ISD. Throughout her teaching career at the K-2 level, she has presented at numerous school and district professional development seminars. Mrs. Shaffer's experiences have proved valuable in being selected as a Lead Teacher, Mentor Teacher, and Cooperating Teacher throughout campus and other select opportunities. She was instrumental in the redesign of district math scope and sequence and most notably in being hand selected for the District Committee to develop resources and tools for teachers. Her expertise is Guided Reading/Early Literacy and Guided Math/Numeracy.

Mrs. Shaffer often recognized for her many accomplishments and contributions, with the most recent accolade as 2017 Teacher of the Year for her campus. She holds a Bachelors Degree in Social Sciences and a Masters Degree in Education with an emphasis on Curriculum and Instruction. She is incredibly passionate about her work and is always excited to share her experience and expertise to help peers grow in their career.

EE17351 Professional Development for ELA Teachers Grades 3-5

Course Description:

The purpose of this session is to guide teachers through the why, when, and how to integrate disciplines. We will offer suggestions of integrating science and social studies into reading, writing, and math. You will create an integrated system of learning to make your students successful. Please bring your laptop and curriculum for next year if it is available.

Instructor Bios:

Kristien Banis currently serves students in a 3rd/4th bridge class at South Hi Mount Elementary in Fort Worth. Throughout her teaching career at the 2-5 level, she has implemented numerous school and district professional development strategies with much success. Mrs. Banis has acted as a mentor teacher, grade level chair, and has recently undertaken the task of aligning her campus writing plan this past academic year. Mrs. Banis has been recognized for her accomplishments and contributions by receiving awards such as Teacher of the Year for her campus twice.

Linda Brown has taught Special Education for thirty years. Currently she is the resource/inclusion teacher at South Hi Mount Elementary in FWISD. She is lead teacher for Special Education which consists of three Autism units and the resource/inclusion classes. She has mentored numerous teachers throughout the years and loves sharing ideas that will help new teachers on their feet in the classroom.

Ms. Brown has received the "Teaching Chair for Excellence" in special education and has been Teacher of the year twice in her career. Her Bachelor's degree is a double major in General Education/Special Education. After twenty years of pull-out resource, inclusion came into the picture. She has fully embraced the idea that there is definitely a place in our classroom for our students with special needs. Her true love is scaffolding and breaking down concepts and finding and creating activities that will engage all of our students.

EE17352 Professional Development for Math Teachers Grades 3-5

Course description:

Making Math Relevant in a Fast Paced Setting

Explore the process of planning and designing real world units that fit into the fast paced scope and sequence your district already has in place. You will leave with strategies you can use to easily plan in-depth, relevant lessons.

- *How to utilize backwards design
- *TTES alignment
- *Keeping it Simple but Relevant
- *Cross Curricular components

Break Out Sessions (45-60 min)-If you still want me to do these*?

Foundations of Basic Operations Place Value

Learn how to prevent common misconceptions of the four basic operations using place value blocks.

- *How to model
- *How to scaffold
- *Filling in holes for upper grades
- *Place Value relationships

Co-teaching Concepts

- *What are the benefits of co-teaching
- *How can it be used seamlessly every day
- *Tips and ideas to engage all students
- *Yours vs. mine

Instructor Bio:

Nichole Irick currently teaches 4th grade math at the Fine Arts Academy in White Settlement ISD. She began her career as the 2nd-4th grade Math Specialist at Cherokee ISD in which she vertically aligned all grade levels. During the 2012-2014 school years she served as the 3rd Grade Math Specialist at Lipan ISD. She has now been with White Settlement ISD for 3 years where she has been a lead teacher and mentor teacher. She played a pivotal role in creating the district math and science scope and sequence while elevating the Curriculum Writing team for 3 years. During her teaching career she has won the Jack Harvey Fellowship Award for Exemplary Teachers, WSISD Spotlight Teacher of the Month February 2015, Teacher of the Month in September 2015 and February 2017, and has been nominated for Teacher of the Year in 2016 and 2017. She has been selected to teach multiple in-house workshops dealing with concepts of math for WSISD. Miss Irick holds a Bachelors Degree of Science from Texas Tech University. Teaching math to children on every level has always been her passion. She focuses on making lessons relevant to the student's life not just outside of school, but in the demanding work force to come, while still incorporating the state standards.