

PTEC Preview

Summer Edition



Piedmont Triad Education Consortium
2020-2021 Professional Development Opportunities



Piedmont Triad Education Consortium
UNC Greensboro School of Education, Room 116
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Greensboro, NC 27412
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PIEDMONT TRIAD EDUCATION CONSORTIUM
Professional Development Sessions
2020-2021

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 2020-2021 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 2020-2021, 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.
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.

2020-2021 PTEC Professional Development Schedule			Browse the schedule below for PTEC 2020-2021 Professional Development sessions. To register visit www.ptecnet.org , Professional Development tab.			
Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
9/22/2020 8:30 - 11:00 AM	Serving Exceptional Children in the Age of E-FAPE: Meeting the Challenges from Covid-19	Christopher Z. Campbell	Exceptional Children Leaders and School/District Administrators	There are a myriad of unanswered legal and practical questions surrounding EC services prompted by the Covid-19 global pandemic. Mr. Campbell will review the current state of the law and emerging legal issues impacting EC services at the time of this presentation. The session will focus on risk management and lawful "best practice" approaches intended to benefit students given the inherent limitations involved with remote and/or partial day learning environments.	Online only	95
9/22/2020 1:30 - 4:00 PM	Math 4 Professional Learning Community (7-day session)	Lauren Baucom	High School Math 4 Teachers, Department Chairs, Instructional Coaches/Facilitators; UNCG Faculty/Staff and TE Jrs and Srs	Session Description: High school mathematics teachers will act as a professional learning community as they unpack the North Carolina Math 4 course through the use of rich tasks that are standards-aligned and classroom-ready. Teachers in this professional development will explore pedagogical strategies to enrich student learning in real-world Math 4 content.	Online only	95
9/23/2020 10:00 AM - 12:30 PM	Personalized Learning (2-day session)	Ashley McCormack	K-12 Teachers; UNCG Faculty/Staff and TE Jrs and Srs	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
9/24/2020 1:30 - 4:00 PM	Meeting the Needs of Our Students through Differentiation (2-day session)	Cheryl Fuller	K-12 Teachers, Instructional Coaches/Curriculum Facilitators, UNCG Faculty/Staff and TE Jrs/Srs	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.	Online only	95
9/30/2020 8:30 - 11:00 AM	Best Practices in Suicide and Threat Assessment	Dr. Stephanie Ellis	Instructional Support Staff/School Counselors, School Social Workers, Behavioral Health Specialists, School Psychologists	Schools have responsibilities not only for academic growth of students, but they are also responsible for the "whole child," considering social, emotional, and mental health development. Schools are places where identifying students who pose risk for self harm or violence is the responsibility of teachers, students, and other caring school personnel. We know that mental health crises are at an all-time high in North Carolina. This session will focus on best practices in suicide and threat assessment for school districts. Suicide and Threat Assessment Protocols will be provided so that districts may adapt their own. Assessment, intervention, and safety planning will be discussed along with confidentiality and legal requirements. This session will help participants identify improvements in their threat assessment process in their district and school. It will also help provide tools and resources for suicide and threat assessment to implement within their district or schools.	Online only	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
9/30/2020 1:30 - 4:00 PM	Vocabulary Strategies for Upper Grades	Dr. Karen Sumner	Grades 6-12 Teachers and Instructional Coaches/Facilitators; UNGC Faculty/Staff and TE Jrs and Srs	Participants will first review the importance of 'owning words' and obtain background on the value of explicit vocabulary instruction. We will then explore how to determine which words to teach our students. Next, we will 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 have the opportunity to develop lessons related to vocabulary instruction and practice teaching academic and content vocabulary.	Online only	95
10/1/2020 1:30 - 4:00 PM	Introduction to the Science of Reading	Gin Hodge	Teachers and Instructional Coaches; UNGC Faculty/Staff and TE Jrs and Srs	There is a clear science to teaching reading. Due to advancements in cognitive science we know more about how children learn to read than ever before. The Science of Reading dispels misconceptions and myths about reading instruction that have held students back for decades. Join us for an introduction to the Science of Reading to see if your classroom practices are grounded in science or myth.	Online only	95
10/1/2020 8:30 - 11:00 AM	Legal and Ethical Issues in Virtual School Counseling (2-day session)	Dr. Carolyn Stone	K-12 Counselors, UNGC Faculty/Staff and Counseling Students	In March 2020, thousands of school counselors were thrust into uncharted territory in the virtual world of online school counseling. Dozens of questions followed as the profession quickly found itself wrestling with the legal and ethical implications of moving from bricks and mortar to the virtual world. Even though online school counseling has been a part of our profession for decades, issues emerged and lessons were learned as the profession ramped up to support students whose earth had shifted under their feet. This presentation will focus on the three major themes: 1) student confidentiality, 2) appropriate technology, and 3) moving beyond the norms and unrealistic demands. Federal and state laws governing online work with students will be presented. The goal is to provide legal and ethical guidance in virtual counseling based on the dozens of questions and issues that have emerged but also to give participants ample time to present their issues.	Online only	95
10/6/2020 8:30 - 11:00 AM	Building Relationships (Cultural Leadership) (2-day session)	Dr. Annie Wimbish	Principals and Assistant Principals; UNGC Faculty/Staff and Educational Leadership students	Conduct any research on effective principals and schools and it becomes clear that building relationships is a major key factor to school success. James Comer, Maurice Falk Professor of Child Psychiatry at the Yale Child Study Center, says it well with 'No significant learning occurs without a significant relationship.' In this session, participants will be provided take-away tools and strategies that may be used to build relationships with students, staff, parents, peers, and community to support increased student achievement.	Online only	95
10/6/2020 12:30 - 3:00 PM	The Road to Resilience: Understanding the Impact of Trauma and Building a Trauma Sensitive Classroom (2-day session)	Dr. Stephanie Ellis; Angela Martin	Classroom Teachers, Instructional Support Staff, Social Counselors, and School Psychologists; UNGC Faculty/Staff and TE Jrs and Srs	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
10/7/2020 2:00 - 4:30 PM	Lesson Planning - Elementary (2-day session)	Nakia McCall	K-5 Teachers	This interactive session is designed to clarify the nuts and bolts of thoughtful lesson planning, instructional delivery, time management, and best instructional practices that facilitate learning processes. With brain-compatible practices in mind, teachers learn how to structure lessons effectively for blended learning situations.	Online only	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
10/7/2020 10:30 AM - 12:30 PM	Setting Priorities, Expectations, and Managing Time	Dr. Deborah E Jones	Beginning Principals in their First, Second, or Third Years	Principals often cite time management as a major challenge. Managing time begins with knowing the duties and responsibilities of the job. It is also important to establish priorities and expectations for the staff, students, and parents/community as they support the school's mission, vision, and core values. In this session, principals will engage in activities that will identify priorities, expectations, and delegation of tasks. A matrix will be used to determine the urgent and important priorities. Tips and tools will be shared to communicate and monitor expectations of students and staff. Participants will need to know or have access to the schools' and districts' master calendars, knowledge of the school improvement plan, and the evaluation standards of each member of the staff. This session addresses the North Carolina School Executive (Principal/Assistant Principal) Standard 3: Cultural Leadership, Standard 5: Managerial Leadership, and Standard 6: External Leadership.	Online only	95
10/13/2020 9:00 - 11:30 AM	OCDE Project GLAD Overview	LuAnne Llewellyn	K-12 Teachers including ELL Teachers, Instructional Coaches/Facilitators; UNCG Faculty/Staff and TE Jrs and Srs	Orange County Department of Instruction's Project GLAD® is a model of professional development dedicated to building academic language and literacy for all students, especially language learners. The model enhances teachers' design & delivery of standards-based instruction through an integrated approach. GLAD® connects strategies and framework to other models of best practice, such as Multi-Tiered System of Support, Social Emotional Learning, and Universal Design for Learning in addition to promoting an environment that respects and honors each child's voice, personal life experiences, beliefs and values their cultures. Lower the affective filter, view students and families with an assets-based perspective and overview the components of Focus & Motivation, Input, Guided Oral Practice, Reading & Writing, Extended Activities, and Assessment & Feedback during this overview session.	Online only	95
10/14/2020 2:00 - 4:30 PM	Lesson Planning - Secondary (2-day session)	Dr. Dutchess Maye	6-12 Teachers	This interactive session is designed to clarify the nuts and bolts of thoughtful lesson planning, instructional delivery, time management, and best instructional practices that facilitate learning processes. With brain-compatible practices in mind, teachers learn how to structure lessons effectively for blended learning situations.	Online only	95
10/15/2020 1:30 - 4:00 PM	The Power of Coaching: Creating Powerful Learning Experiences for Teachers and Students (4-day session)	Mia Pumo	Instructional Coaches, Curriculum Facilitators, Mentors	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
10/21/2020 8:30 - 11:00 AM	Serving the Whole Child During a Global Pandemic Including Issues for School-Based Administrators, Social Workers, and School Counselors	Christopher Z. Campbell	Social Workers, School Counselors, School/District Administrators	The detrimental impact of school closures resulting in anxiety and family stress is hard to measure. School administrators and personnel must take these realities into account when serving students for the foreseeable future. This session will focus on how the world of student services has been impacted by Covid-19. Mr. Campbell will review legal issues and discuss important trends with regards to student-centered issues including social work, counseling, school discipline and the identification of students in need of educational modifications and health supports.	Online only	95

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10/21/2020 1:30 - 4:00 PM	The Culturally Responsive Teacher (2-day session)	Dr. Dutchess Maye	K-12 Teachers	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.	Online only	95
10/22/2020; 1:30 - 4:00 PM/Day 2 9:00 - 11:00 AM	Place Value Progressions/Grades 3-8 (2-day session)	Robin Barbour	Grades 3-8 Teachers who teach math; Instructional Coaches/Facilitators, UNCG Faculty/Staff and TE Jrs and Srs	Understanding our base 10 number system and the role of place value is essential for students and teachers. Place value understanding is foundational to concepts from grades 3-8. In these sessions, we will explore 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.	Online only	95
10/27/2020 12:30 - 3:00 PM (Virtual); 12:30 - 4:30 PM	Coaching for Change (5-day session)	John Bennett	Principals and Assistant Principals	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 only	21
10/27/2020 9:00 - 11:00 AM	Vocabulary Development: Bringing Words to Life (Tier 2 Vocabulary/K-5)	Gin Hodge	K-5 Teachers and Instructional Coaches; UNCG Faculty/Staff and TE Jrs and Srs	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. Next, we will 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 in all grade levels and content areas. Participants will have the opportunity to develop lessons related to vocabulary instruction and practice teaching academic and content vocabulary.	Online only	95
10/28/2020 1:30 - 4:00 PM	Creating Collaborative Classrooms - Elementary (2-day session)	Nakia McCall	K-5 Teachers	Do you think collaborative learning is painful and unproductive and virtually impossible in virtual situations? This session is designed to introduce strategies that foster student-centered practices that use teacher-student relationships to close remote learning gaps, 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 methods including face-to-face and online.	Online only	95
10/28/2020 10:00 AM - 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	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
11/4/2020 9:00 - 11:30 AM	Poverty and Learning: Building Cultures of Effort and Equity	Dr. Bonnie Bolado	K-12 Teachers; UNCG Faculty/Staff and TE Jrs and Srs	Understanding that poverty does not define a student is critical when establishing classroom cultures. Having awareness of impoverished students' mindsets and needs creates opportunities to consider policies used in classrooms and build cultures that emphasize effort and equity. This program will develop teachers' awareness of the needs of students in poverty and help teachers establish classrooms that encourage growth mindsets for all learners.	Online only	95
11/4/2020 1:30 - 4:00 PM	Creating Collaborative Structures - Secondary (2-day session)	Dr. Dutchess Maye	6-12 Teachers	Do you think collaborative learning is painful and unproductive and virtually impossible in virtual situations? This session is designed to introduce strategies that foster student-centered practices that use teacher-student relationships to close remote learning gaps, deepen students' understanding and ownership of content learning. Learn techniques, strategies, and quick tips to increase student participation in collaborative learning environments and to hold them accountable for the procedures and for social behaviors. protocols for collaboration, and expectations for learning methods, including face-to-face and online.	Online only	95
11/10/2020 9:00 - 11:30 AM/Day 2 1:30 - 4:00 PM	Building Understanding of Percents/Grades 6-8 (2-day session)	Robin Barbour	Grades 6-8 Teachers; Instructional Coaches/Facilitators, UNCG Faculty/Staff and TE Jrs and Srs	In this session, participants will work with tasks building from ratio work to create the need for percents. Participants will be introduced to multiplication chains and work with models, such as percent bars, double number lines, decimal grids, and ratio boxes as tools to understand benchmark percents and solve percent problems, including percent increases and decreases.	Online only	95
11/17/2020 8:30 - 11:00 AM	Managerial Leadership (2-day session)	Dr. Annie Wimbish	Principals and Assistant Principals; UNCG Faculty/Staff and Educational Leadership students	As described in NC Executive Standards, school executives are expected to have processes and systems in place to "effectively and efficiently manage the complexity of everyday life" in order that staff may focus on continuous growth and improvement. Having the right people in the right places and possessing knowledge of effective communication and problem solving techniques, a leader may best manage the organization. In this session, participants will be introduced to tools and engage in executive management practices around conflict resolution; communication to, from, and with school and district staff and community; protocols that maximize staff input; and techniques to recognize and utilize teacher strengths in the recruiting and retaining of a high quality work force.	Online only	95
11/19/2020 8:30 - 11:00 AM	About the Level Playing Field: Closing the Opportunity, Information, and Achievement Gaps (2-day session)	Dr. Carolyn Stone	K-12 Counselors, UNCG Faculty/Staff and Counseling Students	School counselors are powerful allies in delivering strategies that impact the achievement gap. As school counselors, we have the ability to be door openers so that every student has equitable access to a level playing field, an ability that has never been more important. This presentation focuses on actual school counselors doing practical work to impact the opportunity and information gaps which have resulted in moving the achievement gap in a positive direction. Counselors all over America are reporting hard data to show how students are different and the achievement gap lessened because they have a school counselor. Data will be presented from school counseling programs that have used an accountability system to impact course enrollment patterns and other measurable indicators of reducing the achievement gap.	Online only	95
12/2/2020 10:30 AM - 12:30 PM	Change Management Conflict Resolution	Dr. Deborah E Jones	Beginning Principals in their First, Second, or Third Years	Change Management is an expectation and also a major challenge for beginning principals. Conflicts arise very often when changes are implemented at the school level. Principals must now be prepared to deal with both change and conflict. How can a beginning principal address these two major areas to ensure school and student success? In this session, principals will learn concepts and information that will enhance their understanding of change and conflict and how vital both are to the school improvement process. Tips and strategies will be introduced to help principals manage change and resolve conflicts. Principals will role-play various conflict resolution situations. This session addresses the North Carolina School Executive (Principal/Assistant Principal) Standard 1: Strategic Leadership, Standard 3: Cultural Leadership Standard 5: Managerial Leadership, Standard 7: Micro-Political Leadership.	Online only	95

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12/9/2020 1:30 - 4:00 PM	Addressing Measures of Center and Variability in Statistics (Grades 6-8)	Robin Barbour	Grades 6-8 Teachers; Instructional Coaches/Facilitators, UNCG Faculty/Staff and TE Jrs and Srs	In this session, participants will take part in activities to build an understanding of the mean as a fair share and as a balance point, and MAD as a measure of variability.	Online only	95
1/20/2021 1:30 - 4:00 PM	Building Comprehension in Grades K-2	Gin Hodge	K-2 Teachers and Instructional Coaches; UNCG Faculty/Staff and TE Jrs and Srs	This program will explore the science of reading and the balance needed to ensure students understand and make sense of text. Teachers will discuss the value of immersing their students in diverse texts to build background knowledge. Additionally, teachers will explore ways in which to engage students in discussing and writing about text.	Online only	95
1/20/2021 10:30 AM - 12:30 PM	Creating and Sustaining a School Vision	Dr. Deborah E Jones	Beginning Principals in their First, Second, or Third Years	"The vision of leadership permeates the workplace and is manifested in the actions, beliefs, values, and goals of the leaders' organization"(Susan M. Heathfield, March 6, 2019, The Balance Careers Blog). A vision provides guidance and direction to an organization. Principals are guided by a personal leadership vision and the schools' shared vision as they lead schools. The vision along with a mission statement and commonly shared core values or beliefs is also necessary for effective strategic leadership and school improvement planning. In this session, principals will examine their personal leadership and the schools' shared vision statements to determine how they contribute to change and school improvement. A process for writing a vision statement will be introduced and practiced. Principals will receive tips tools, and suggestions for using their vision statements as tools for building relationships, conducting difficult conversations, and improving teacher and student performance throughout the session. This session addresses the North Carolina School Executive (Principal/Assistant Principal) Standard 1: Strategic Leadership, Standard 3: Cultural Leadership Standard 5: Managerial Leadership, Standard 6: External Leadership, and Standard 7: Micro-Political Leadership.	Online only	95
1/21/2021 8:30 AM - 2:45 PM	Lesson Planning - Elementary	Nakia McCall	K-5 Teachers	This interactive session is designed to clarify the nuts and bolts of thoughtful lesson planning, instructional delivery, time management, and best instructional practices that facilitate learning processes. With brain-compatible practices in mind, teachers learn how to structure lessons effectively for blended learning situations.	GTCC Conference Center	95
1/26/2021 8:30 AM - 2:45 PM	Becoming a Strategic Talent Leader (2-day session)	Dr. Amy Holcombe	Superintendents, HR Directors, Principals, Assistant Principals, Teacher Leaders; UNCG Faculty/Staff and Educational Leadership Students	This 2-day institute will provide education leaders with the research, practices, tools and a progress monitoring scorecard necessary for becoming a strategic talent leader. Participants will explore the Strategic Talent Framework by learning how to attract top talent, accelerate the productivity of, advance the skills and knowledge of, and assess the strengths and needs of faculty and staff in support of achieving improved student outcomes. Over 80% of district budgets are dedicated to personnel. This institute will teach you how to get the most out of that investment! Day 1 Outcomes: Participants will be able to screen, interview and select top talent in an effort to build high performing teams. Participants will be able to onboard and support new talent in order to accelerate their productivity and longevity. Day 2 Outcomes: Participants will be able to develop the skills and knowledge of faculty and staff, in order to achieve improved outcomes for students Participants will be able to increase faculty and staff retention in order to sustain school improvement initiatives.	GTCC Conference Center	44
1/26/2021 8:30 AM - 2:45 PM	From Chaos to Calm: Effective Classroom Management Strategies	Dr. Stephanie Ellis; Angela Martin	Beginning Teachers and UNCG Faculty/Staff and TE Juniors and Seniors	This session is designed to provide teachers with practical strategies for setting up a classroom to maximize learning; understanding how to implement a classroom management plan; problem solving using data for behavior modification; dealing with intensive behavior; and, most of all, building trust relationships with students in order to make a difference in their lives. This professional development will assist professionals in dealing with challenging behavior and also help them create success plans for students.	GTCC Conference Center	44

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1/27/2021 8:30 AM - 2:45 PM	Lesson Planning - Secondary	Dr. Dutchess Maye	6-12 Teachers	This interactive session is designed to clarify the nuts and bolts of thoughtful lesson planning, instructional delivery, time management, and best instructional practices that facilitate learning processes. With brain-compatible practices in mind, teachers learn how to structure lessons effectively for blended learning situations.	GTCC Conference Center	44
1/28/2021 8:30 AM - 2:45 PM	Meeting the Needs of Our Students through Differentiation	Cheryl Fuller	K-12 Teachers, Instructional Coaches/Curriculum Facilitators, UCG Faculty/Staff and TE Jrs/Srs	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	44
2/2/2021 1:30 - 4:00 PM	Building Comprehension in Grades 3-5	Gin Hodge	3-5 Teachers and Instructional Coaches; UCG Faculty/Staff and TE Jrs and Srs	This program will explore the science of reading and the balance needed to ensure students understand and make sense of text. Teachers will discuss how students benefit from background building through the reading of diverse and rich text and the value of students participating in discussions and writing.	Online only	95
2/2/2021 8:30 - 11:00 AM	Instructional Leadership (2-day session)	Dr. Annie Wimbish	Principals and Assistant Principals; UCG 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 the 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 take-away tools and strategies to increase their knowledge of best instructional and school practices around engagement versus compliance, identifying teacher types, improving observational skills, providing effective feedback, and more.	Online only	95
2/10/2021 8:30 AM - 2:45 PM	Creating Collaborative Classrooms - Elementary	Nakia McCall	K-5 Teachers	Do you think collaborative learning is painful and unproductive and virtually impossible in virtual situations? This session is designed to introduce strategies that foster student-centered practices that use teacher-student relationships to close remote learning gaps, 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 methods including face-to-face and online.	GTCC Conference Center	44
2/10/2021 8:30 - 11:00 AM	Scaling Personalized Learning: A Knowledge Base for Administrators (2-day session)	Jason Bedford; Jill Thompson	Administrators/Leaders in Curriculum, Digital Teaching/Learning, and Technology; UCG Faculty Staff and Educational Leadership students	Come join us as we take a deep dive into North Carolina's Personalized Learning Pillars which is designed for district leaders to learn, develop, and progress personalized learning implementations in their districts. North Carolina also has placed emphasis on digital learning competencies (DLC). This session will bring clarity and alignment to these priorities and provide guidance on the strategies and approach to scale personalized learning. Participants will experience professional growth facilitated by experts that have guided national and local personalized learning implementations. There will be protocols and tools shared that can be immediately applied to support teachers and implement change management practices. Here are a few example of what you can expect: -Strategies for effective collaboration and planning -Exemplars of instructional innovation for students and adult learners -Participation in a dialogue that advances the community of practice	Online only	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
2/11/2021 1:30 - 4:00 PM	Reading and Decoding (Grades 3-5)	Gin Hodge	3-5 Teachers and Instructional Coaches; UNCG Faculty/Staff and TE Jrs and Srs	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
2/16/2021 8:30 AM - 2:45 PM	Y'all Gonna Make Me Lose My Mind: Managing Intensive Behaviors in the Classroom	Dr. Stephanie Ellis; Angela Martin	Beginning Teachers and UNCG Faculty/Staff and TE Juniors and Seniors	This course begins with an understanding of how intensive behaviors develop then moves toward helping teachers create plans for addressing those behaviors. It will provide practical strategies for student success. This course will change the tune from 'Y'all gonna make me lose my mind!' to 'Feelin' Alright!'	GTCC Conference Center	44
2/17/2021 8:30 AM - 2:45 PM	Creating Collaborative Structures - Secondary	Dr. Dutchess Maye	6-12 Teachers	Do you think collaborative learning is painful and unproductive and virtually impossible in virtual situations? This session is designed to introduce strategies that foster student-centered practices that use teacher-student relationships to close remote learning gaps, deepen students' understanding and ownership of content learning. Learn techniques, strategies, and quick tips to increase student participation in collaborative learning environments and to hold them accountable for the procedures and for social behaviors. protocols for collaboration, and expectations for learning methods, including face-to-face and online.	GTCC Conference Center	44
2/18/2021 8:30 AM - 2:45 PM	Maker Ed Through the Literacy Lens	Tracey Patterson	K-12 Teachers, Literacy/Reading Specialists, School Media Coordinators, Instructional Technology Facilitators, MakerEd Teachers, Academic and Digital Learning Coaches, Curriculum Coordinators, UNCG Faculty/Staff and TE Jrs and Srs	Need a way to engage readers and writers in your classroom? Try MakerED! In this session, participants will be the actual Makers, creating through the Literacy lens! By exploring physical and digital maker techniques, participants will be able to take back ready-to-use literacy projects to their districts, schools, and classrooms. This session will integrate with the NC K-12 English Language Arts Anchor Standards with MakerED.	GTCC Conference Center	44
2/24/2021 10:30 AM - 12:30 PM	Distributive Leadership	Dr. Deborah E Jones	Beginning Principals in their First, Second, or Third Years	Beginning principals can easily become overwhelmed and quickly learn that they can't do everything by themselves. The principal's job demands a shared leadership approach to school improvement, and it becomes necessary to create processes to distribute the leadership. Effective school leaders are committed to developing teacher leaders and the School Improvement Team (SIT) is an example of the first place to start. Participants will identify specific roles and responsibilities for members of their school improvement team. Principals will learn how to develop an inclusive SIT agenda and participate in a focused school improvement and time-managed meeting. Additional topics include when to delegate and when to share in the decision-making. This session addresses the North Carolina School Executive Standard Principal/Assistant Principal Standards 1: Strategic Leadership and Standards 7: Micro-Political Leadership.	Online only	95
2/25/2021 8:30 AM - 2:45 PM	I Have Literacy Data: Now What (K-2)	Jennifer McClinton	K-2 Teachers, UNCG Faculty/Staff and TE Jrs and Srs	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	95

Event Start Date/Time	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
2/25/2021 8:30 AM - 2:45 PM	Situation Appraisal and Decision Analysis	Alicia Tate	Principals, Assistant Principals, Exceptional Children and District Leaders; UNCG Faculty/Staff and Educational Leadership students	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.	GTCC Conference Center	44
3/9/2021 8:30 AM - 2:45 PM	Math Test Prep (2-day session)	Robin Barbour	Beginning Teachers (K-5, Exceptional Children) and UNCG Students who need Pearson/Praxis for certification	Elementary grade teachers and exceptional children teachers (K-12) are required to pass either the Pearson Math Sub-test or Praxis 7803. Building a conceptual understanding of the mathematics is the main focus of this session with a secondary focus on test preparation. This is a two-day session.	GTCC Conference Center	44
3/10/2021 8:30 AM - 2:45 PM	Students with Interrupted Formal Education (SIFE) - English Learners Subgroup	Carlos Oliveira	K-12 Regular Classroom Teachers, Experienced ESL Teachers, Literacy/Academic Coaches, Curriculum Facilitators, School-Based Administrators, District Program Leaders (MTSS, Title I, ESL, Curriculum), UNCG Faculty/Staff and TE Jrs and Srs	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.	GTCC Conference Center	44
3/18/2021 8:30 AM - 2:45 PM	Instructional Technologies for ESL Teachers	Tracey Patterson	ESL and K-12 Teachers, Media Coordinators, Instructional Technology Facilitators, Academic and Digital Learning Coaches, Curriculum Coordinators, UNCG Faculty/Staff and TE Jrs and Srs	Looking for technology resources to aid ESL students? In this session, participants will explore a wide variety of technologies that can be used in instructional practice with students that are English language learners. These tools and resources can be used by ESL teachers, mainstream teachers with ESL students in their classrooms, or by the students themselves as they work to increase their knowledge of the English language. The purpose of this session is to offer a variety of interactive supports that teachers can utilize as they scaffold language development for English language learners.	GTCC Conference Center	44

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 44 (Large = 3; Small = 2); 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)