

PTEC Preview

Winter/ Spring Edition 2021



Piedmont Triad Education Consortium
2020-2021 Professional Development Opportunities



Piedmont Triad Education Consortium
UNC Greensboro School of Education, Room 116
1300 Spring Garden Street
Greensboro, NC 27412
336.256.0011

Mailing Address:
Post Office Box 541
Jamestown, NC 27282



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 Winter/Spring PTEC Professional Development Schedule* <small>*All events are two-day sessions unless noted.</small>			<i>Browse the schedule below for PTEC 2020-2021 Professional Development sessions. To register visit www.ptecnet.org, Professional Development tab.</i>			
Event Dates/Times	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
01/12/2021 one-day session; 12:00 - 1:00 PM	Coping with COVID Fatigue and Anxiety	Dr. Steven N. Scoggin	All Educators	Join us for this timely session on coping with COVID. Aimed at understanding this pandemic and how it is similar yet also differs from natural disaster stress, the discussion will include COVID's impact on acute long-term stress; stress models; and coping strategies followed by time for questions and answers.	Online only	95
01/19/2021 one-day session; 3:30 -4:30 PM	Coping with COVID Fatigue and Anxiety	Dr. Steven N. Scoggin	All Educators	Join us for this timely session on coping with COVID. Aimed at understanding this pandemic and how it is similar yet also differs from natural disaster stress, the discussion will include COVID's impact on acute long-term stress; stress models; and coping strategies followed by time for questions and answers.	Online only	95
1/20/2021 one-day session; 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
1/20/2021 one-day session; 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
1/21/2021 & 1/28/2021: 2:00 - 4:30 PM	Lesson Planning - Elementary	Nakia McCall	K-6 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

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01/21/2021 one-day session; 7:00 - 8:00 PM	Coping with COVID Fatigue and Anxiety	Dr. Steven N. Scoggin	All Educators	Join us for this timely session on coping with COVID. Aimed at understanding this pandemic and how it is similar yet also differs from natural disaster stress, the discussion will include COVID's impact on acute long-term stress; stress models; and coping strategies followed by time for questions and answers.	Online only	95
01/26/2021 one-day session; 8:30 - 9:30 AM	Coping with COVID Fatigue and Anxiety	Dr. Steven N. Scoggin	All Educators	Join us for this timely session on coping with COVID. Aimed at understanding this pandemic and how it is similar yet also differs from natural disaster stress, the discussion will include COVID's impact on acute long-term stress; stress models; and coping strategies followed by time for questions and answers.	Online only	95
1/26/2021 & 2/4/2021; 2:00 - 4:30 PM	From Chaos to Calm: Effective Classroom Management Strategies	Angela Martin; Dr. Stephanie Ellis	Beginning Teachers; UNCG Faculty/Staff and TE Jrs and Srs	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.	Online only	95
1/27/2021 & 2/3/2021; 9:00 - 11:30 AM	Lesson Planning - Secondary	Nakia McCall	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
1/28/2021 & 2/4/2021; 10:00 AM - 12:30 PM	Meeting the Needs of Our Students through Differentiation	Cheryl Fuller	K-12 Teachers; Instructional Coaches/Curriculum Facilitators; UNCG Faculty/Staff and TE Jrs and 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
2/2/2021 & 2/17/2021 8:30 - 11:00 AM	Instructional Leadership	Dr. Annie Wimbish	Principals and 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 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

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Event Dates/Times	Event Title	Facilitator	Target Audience	Teaser	Location	Seats
2/2/2021 one-day session; 1:30 - 4:00 PM	Building Comprehension in Grades 3-5	Gin Hodge	K-5 Teachers	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
2/10/2021 & 2/18/2021; 8:30 - 11:00 AM	Scaling Personalized Learning: A Knowledge Base for Administrators	Jason Bedford; Jill Thompson	Administrators/Leaders in Curriculum, Digital Teaching/Learning, and Technology; UNCG 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 examples 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
2/10/2021/1:30 - 4:00 PM & 3/2/2021/9:00 - 11:30 AM (note different times)	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.	Online only	95
2/11/2021 one-day session; 9:00 - 11:30 AM	Building Understanding of Percents/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 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

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2/11/2021 one-day session; 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 & 2/24/2021 1:30 - 4:00 PM	Y'all Gonna Make Me Lose My Mind: Managing Intensive Behaviors in the Classroom	Angela Martin; Dr. Stephanie Ellis	Beginning Teachers; UNCG Faculty/Staff and TE Jrs and Srs	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!'	Online only	95
2/17/2021 & 3/17/2021 1:30 - 4:00 PM	Creating Collaborative Structures - Secondary	Nakia McCall	5-12 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
2/18/2021 & 3/4/2021 1:30 - 4:00 PM	Digital 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; UNCG Faculty/Staff and TE Jrs and Srs	Need a way to engage readers and writers in your virtual classroom? Try Digital MakerEd! In this session, participants will be the actual Digital Makers, creating through the Literacy Lens! By exploring digital maker techniques and tools, participants will be able to take back ready-to-use literacy projects to their districts, schools, and classrooms that can be incorporated into a remote learning environment.	Online only	95

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2/23/2021 four-day session & 3/9/2021, 3/16/2021, 3/23/2021 9:00 - 11:30 AM	Becoming a Strategic Talent Leader (Date Changes)	Dr. Amy Holcombe	Superintendents; HR Directors; Principals/Assistant Principals; Teacher Leaders; UNCG Faculty/Staff and Educational Leadership students	This 4-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 1/2 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 3/4 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.	Online only	95
2/24/2021 one-day session; 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

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2/25/2021 & 3/4/2021; 9:00 - 11:30 AM	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.	Online only	95
2/25/2021 & 3/11/2021; 1:30 - 4:00 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.	Online only	95
3/3/2021/9:00 - 11:30 AM four-day session 3/9/2021/2:00 - 4:30 PM 3/10/2021/2:00 - 4:30 PM 3/18/2021/2:00 - 4:30 PM	Math Test Prep	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.	Online only	95
3/10/2021 & 3/11/2021; 9:00 - 11:30 AM	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.	Online only	95

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3/18/2021 & 3/25/2021; 9:00 - 11:30 AM	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.	Online only	95
3/23/2021 one-day session; 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

Professional Development Site Locations Legend 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, Montomery, Mount Airy, Stokes, Surry, Thomasville, Yadkin & UNCG	
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