

**Name:** Brian Henninger

**Position:** Spanish Teacher

**Conference Attended:** ACIS Barcelona Trip for International Group Leaders

**Date(s):** January 17-January 21, 2019

**Location:** Barcelona, Spain

**Resume:**

The ACIS touring company used this weekend as an opportunity to reach out to its newest members and explain what traveling with a group of students through their company is like. Throughout the entire weekend, I had the chance to ask different tour managers and tour guides questions that came to mind and view firsthand how they handle different elements of travel, which I deeply appreciated. During the actual training session, employees of ACIS shared pre-departure guidelines, such as creating agendas for meetings, they outlined what to do in certain scenarios while on the trip, including routine occurrences and emergencies, and finally shared some pro tips to help alleviate some of the natural obstacles that come along with travelling, especially with a group of students. While I have past experience traveling with students, I still gained some valuable knowledge from this conference. I have added several items to my parental meeting agenda that I previous had overlooked. I deeply believe that traveling has a immensely positive impact on students' lives and want both parents and students to feel prepared and safe during the entire process. This experience for them will positively contribute to their global citizenship. I am holding an informational pre-departure meeting with the families of the travelers on Wednesday, February 13. As a result of this training, I will continue to plan future student trips with ACIS. Promotional tactics were also shared at this conference which will allow me to more effectively get the word out to students and hopefully increase our number of travelers for trips to come. Finally, on a side note, the chance to travel to a Spanish-speaking country gave me a great opportunity to stay updated in my field by being immersed linguistically and culturally for 5 days. Aside from the language practice, I came back with updated social and political events in Spain.



Name: Jackie Bartolini

Position: Special Education--IKE Elementary

Conferences Attended: QBS Safety-Care Behavioral Safety Training

Date: February 7, 2019

Location: IU 28

Summary of conference session:

The Safety Care Recertification Training must be renewed every year. This program is designed for educators who work with students with social, emotional, and/or behavioral needs. The purpose of Safety Care is to discuss incident prevention techniques, as well as review the physical safety techniques that may be used. It is critical for all educators to understand behaviors and their purpose. Various types of triggers, signals, antecedents, behaviors, and consequences were discussed when working with students with behavioral needs.

The trainers review de-escalation techniques (help, prompt, and wait strategies). It is stressed to support students at the bottom on the "staircase", before the behaviors increase and become more intensive. These types of interventions must be attempted prior to more intensive supports. Trainees complete competencies in order to obtain recertification. A written test is also administered at the end of the training.

Throughout the course, the focus always stays the same and is providing for the safety of the individuals we work with, providing the best possible care for them, and always respecting their rights.

Reflection on conference value:

IASD Special Education Plan incorporates Safety Care training. As a Special Education teacher, it is critical that I continue to get recertified on a yearly basis. The students that I service require these behavioral interventions in order to participate in the school setting as well as to make them successful amongst their same age peers. I would personally like to thank Mr. Michael Vuckovich, Mr. Robert Rizzo and the Indiana Area School Board for giving me the opportunity to continue to renew my Safety Care certification and allowing me to remain safe as well as my students.



Name: Paul McCue

Position: Science Teacher, IAEA President

Conference Attended: Social, Emotional Learning School Visit

Date Attended: February 1, 2019

Location: Cleveland City Schools, Cleveland, Ohio

On February 1st, a group of educators from Indiana Area School District visited Cleveland City Schools to observe their social, emotional learning program in practice. During the visit we observed two different elementary schools. What was implemented was a platform called PATHS (Promoting Alternative Thinking Strategies).

The *PATHS*® program is designed to be taught two or more times per week for a minimum of 20-30 minutes per day. Systematic, developmentally-based lessons, materials, and instructions are provided to facilitate emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. Key objectives in promoting these developmental skills are to prevent and to reduce behavioral and emotional problems. (paragraph taken from <http://www.pathstraining.com/main/curriculum/>)

How to best handle students with social and emotional learning deficiencies is a topic that needs addressed at Indiana. It has been an ongoing discuss among teachers, administrators, and the Indiana Area Education Association. In my opinion, this is a step in the right direction. There is an urgent need in the K-3 buildings for social and emotional learning. If this program is to be implemented at Indiana Area School District, it should be done with fidelity. There must be designated times (minimum twice per week) and provided lesson plans and discussions should follow. Teacher training is also an important component to make this program successful. Finally, it must be implemented equally across the district. Whatever grade levels this program is targeted for, it should be implemented in all buildings housing those grades the same, not independent of one another.



**Name:** Jenna Giraulo

**Position:** Teacher

**Conference Attended:** Safety Care - Recertification Training

**Date:** 2/7/19

**Location:** Arin IU 28

**Resume:**

A. Summary of conference session attended

The training provided a recertification for those who have previously been trained in Safety Care. The program reviewed the incident prevention, minimization, and physical safety for students who become verbally or physically aggressive. These strategies were reviewed by two trainers through a packet of information, end of class assessment, and role-play practice.

B. Reflection on conference value:

The conference was very beneficial as a classroom teacher. As I sat through the class, I thought about the students in my classroom. I will use the de-escalation strategies to help some of my students when they start to become escalated in my classroom. Many of the strategies that we reviewed are good practice to use with all students. I believe that this review is important in staying up-to-date on the Safety Care procedures. It is helpful to have time to get up and practice the movements with other adults in a safe environment to be sure that we are doing what is best for our students.





Names: Carrie Schneider, Brandon Scardina

Positions: 5th grade ELA, Learning Support

Conference Attended: LETRS 1: The Challenge of Learning to Read

Date: 2/6/19

Location: PATTAN Pittsburgh

Summary of conference session attended. A short review of the previous module started the session.

The LETRS training focused on what science says about the reading structure of the brain. The training began by reviewing the following terms:

- Phonology: study of sounds
- Morphology: study of the smallest parts of words
- Orthography: spelling and print rules
- Semantics: word meaning of the whole part
- Syntax: grammar/sentence structure
- Discourse and pragmatics: the expressive use and the appropriateness of language
  - Students have so many clues with oral language, such as body language and facial expressions that are not available in text.
- Etymology: organization of language

Some statistics that were shared are:

- In 2005, 38% of 4th graders were identified as poor readers.
- In 2013, 32% of 4th graders were identified as poor readers.
- Up to 70% of children in high-poverty areas are considered "below basic" in America.

All but 2-5% of children can learn basic reading skills in first grade with appropriate instruction. The earlier students attain proficient reading skills, the better, but it is never too late for students to improve reading skills. Reading is NOT a natural skill, so it requires GOOD TEACHING, not a program. However, human brains are hard-wired to speak. Oral language is the foundational skill for later reading and writing. Students with difficulties in oral language development are at-risk for later reading and writing difficulties. Some potential red flags for struggling readers are history of ear infections or tubes in ears, delayed speech, history of illnesses and infections, family history of speech difficulties. Students who are in need of speech or ESL services may struggle with oral language which impacts reading.

Alphabetic reading is a relatively new human capability, invented 3500 BC. We're not biologically "wired" to read and write as we are for oral language, and 14% of the US adult population has not learned to read. Another 20% are very poor readers. A child learns to speak at age one; reading is learned at age five or six and takes several years. Children need phonics instruction through 7th grade because over 40% of 7th graders still rely on phonics skills for reading comprehension.

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Eye movement studies have shown that mature, proficient readers do not skip words, use context to process words, or bypass phonics in establishing word recognition. Reading requires letter-wise processing of print and the ability to match symbols with the speech sounds they represent. Fixations are where we stop to process text. Saccades are when the eyes jump ahead for the next fixation. Foveal view is what you see directly from your pupil.

We need both printed word recognition skills and language comprehension skills. Like in a multiplication problem with a 0, if one is missing, there is no comprehension.

Proficient reading needs phoneme awareness, use of phonemes to decode accurately, automatic recognition of words previously deciphered, knowledge of what most words mean, understanding sentences and language of books, constructing meaning, and monitoring comprehension and rereading or rethinking if misconceptions occur.

Areas of the brain involved in reading include the phonological processor (speech-sound awareness), angular gyrus (sound-symbol associations), context and meaning processors (language comprehension), and orthographic processor (letter and letter-pattern recognition; storage of printed word images).

You do not want to train kids to use context first. Reading series that focus on context and comprehension are not good for long term reading success.

Some tips/advice the trainer gave are:

- We need to watch grouping students according to level because they may have different difficulties.
- Soft c sound is used if c is followed by i, e, or y.
- In K-2, foundational skill work should take HALF of your reading block.
- From 3rd grade on, foundational skills should take about 20% of the reading block.

Dyslexia is a term for a specific, biologically based disorder that adversely affects the ability to read and write. It is a common problem that can affect people of all IQ levels. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. The difficulties usually result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Some look-fors for dyslexia are oral language skills, performance on phonological/phonemic awareness tasks, naming letters, acquiring sound-symbol relationships, reading single words accurately, decoding new or nonsense words, spelling words consistently, reading passages fluently, organized writing, and reading vs. listening comprehension. Good instruction and remediation can help students with dyslexia. Here is a great video on dyslexia: <https://www.youtube.com/watch?v=zafiGBrFkRM>

The presenter mentioned the following Resources for Phonics Intervention: The CORE Multiple Measures of Reading, which is a screening that includes all of the 5 big ideas of reading and REWARDS by Anita Archer, which is a phonics resource for intermediate students.

**Reflection on conference value.** How aligns with district initiatives, programs, and instruction.

**Assessment:** The modules in the LETRS trainings help to identify reading issues with students. If teachers can determine, as best as possible, through formal and informal assessments, the struggles that students are having, then instruction can be delivered more systematically. Diagnosing and targeting specific deficits will allow teachers to better group students for guided reading and RtII.

**Instruction:** We will be able to use the information to better identify when a student is having an issue with phonemic awareness, phonics, comprehension, vocabulary development, etc.

**Intervention:** Since we are focusing on "filling in the gaps" for students below grade level, it is essential that we understand the variety of challenges students face with learning to read. We need to understand how the brain functions while reading so that we can target specific areas of need for students.



**NAME:** Barbara Peightal

**POSITION:** BCIT Teacher

**CONFERENCE ATTENDED:** PA Educational Technology Expo & Conference

**DATE:** February 10-13, 2019

**LOCATION:** Hershey Convention Center, Hershey, PA

**RESUME:**

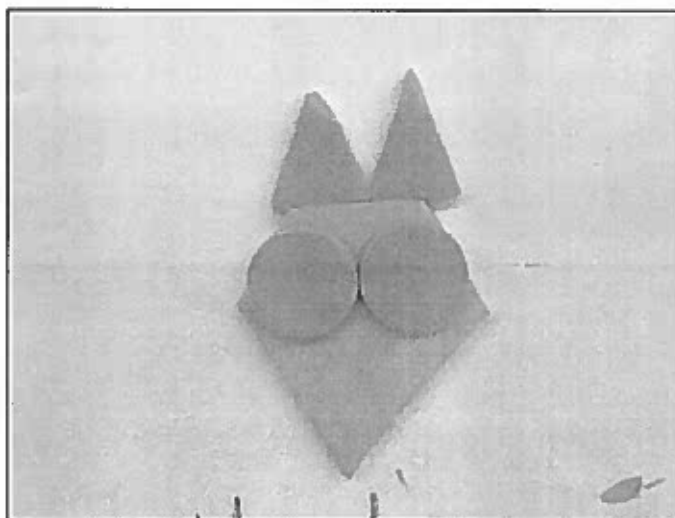
**A. SUMMARY OF CONFERENCE**

I attended the PA Educational Technology Expo & Conference (PETE&C) to present a cross-curricular project Dr. Jennifer Rinkevich and I implemented in our Art and BCIT classes this year. It was a great honor to represent IASD at this conference, and we received much positive feedback from attendees of our session! We were also asked to apply to the PAECT 2019 Student Technology Showcase which will be held in Harrisburg on May 6, 2019. This event is for students to demonstrate class projects to legislators and the public to show how teachers are integrating technology in classroom across the Commonwealth.

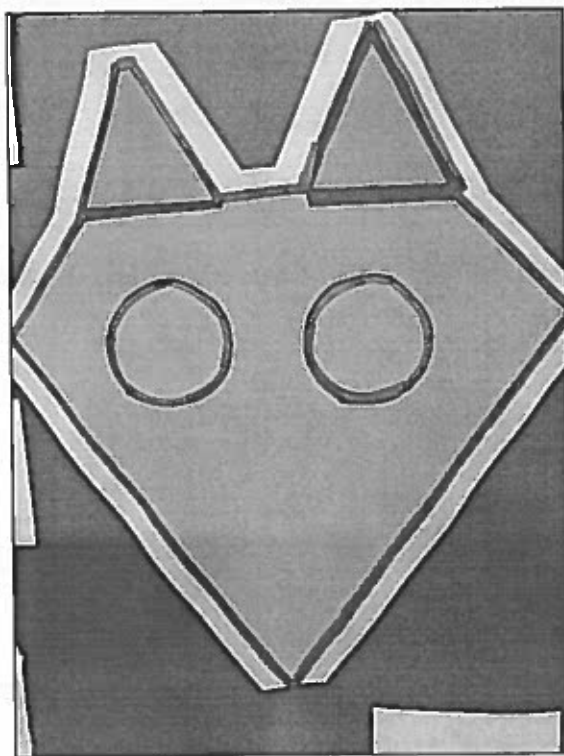
**This is an overview of the lesson and research findings we shared at PETE&C:**

Students in 4th grade were tasked with using basic graphic design principles to create a logo. The process began in the art room and concluded in the computer lab. Over the course of the project, each student created three different versions of his or her design.

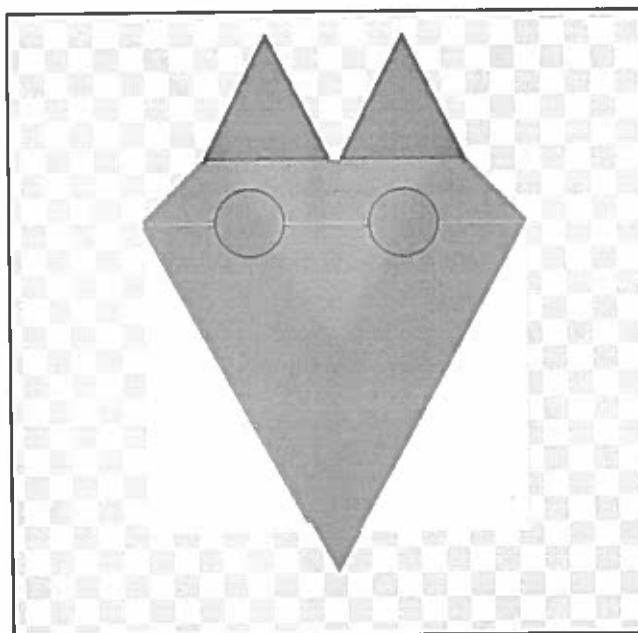
**Version 1:** Students arranged, rearranged, and glued down foam shapes to create a logo composition.



**Version 2:** Students re-created their design by drawing an enlarged version on paper. These designs were then **painted** with tempera paint.



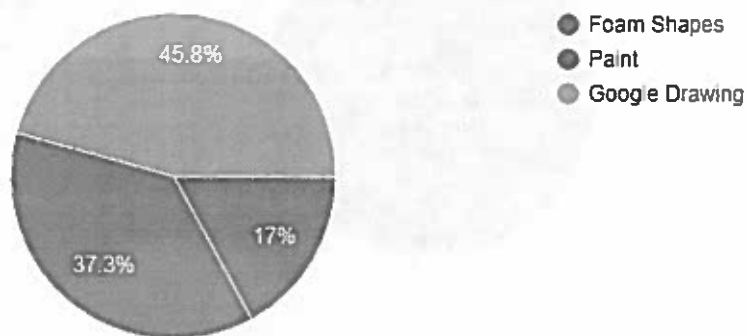
**Version 3:** Students used Google Drawings to create a digital version of their logo design.



Here is a summary of student feedback we collected:

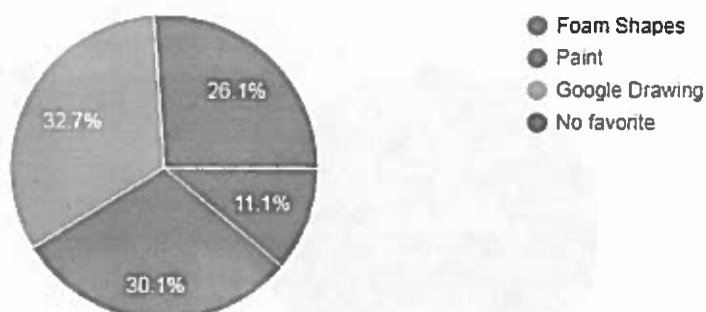
1. Which version most accurately displays the logo you wanted to create?

153 responses



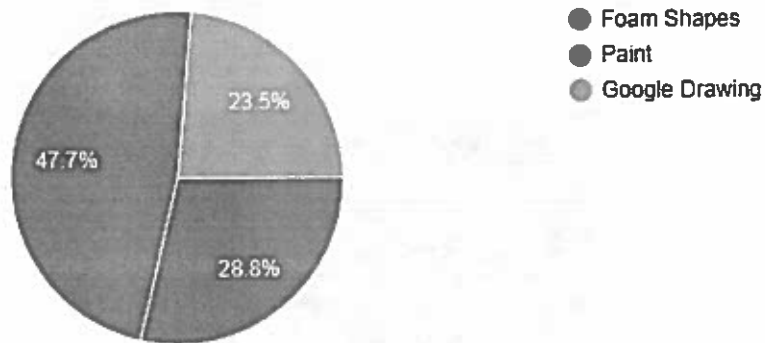
2. Does one of the three finished projects stand out as your personal favorite?

153 responses



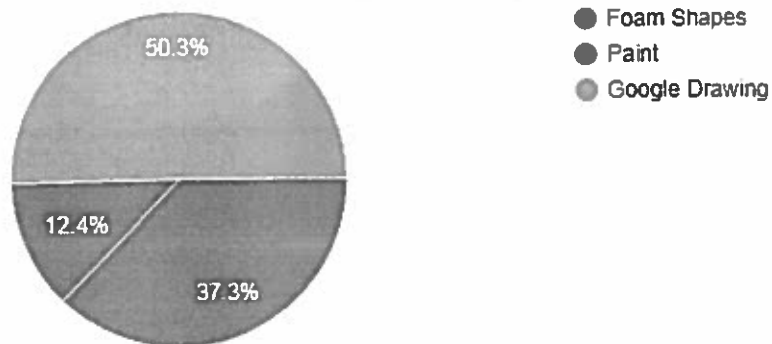
### 3. Which method was most challenging for you to create?

153 responses



### 4. Which method was easiest for you to create?

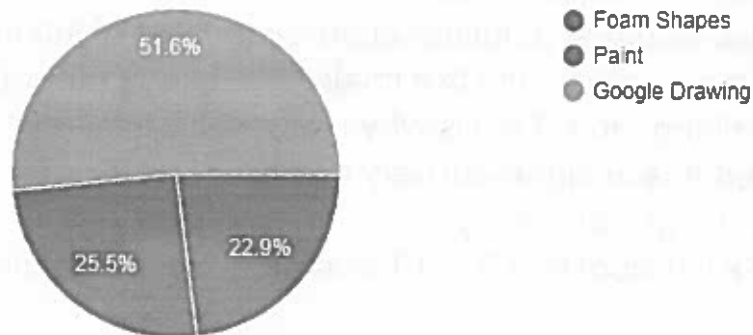
153 responses





5. If future students were asked to create a logo using just ONE of the methods, which would YOU suggest they use?

153 responses

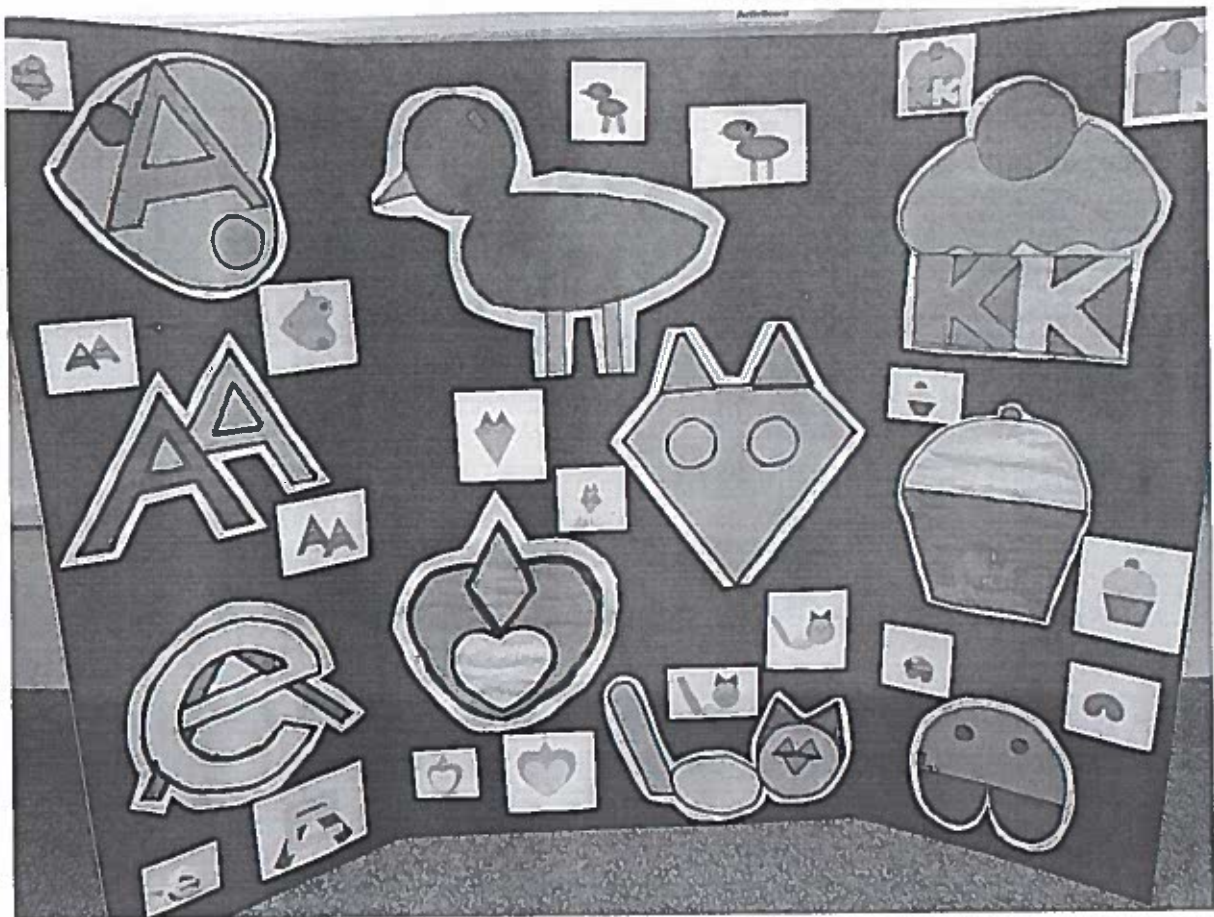


## 6. Other feedback and comments from students:

- I think it is easier to do with foam.
- Painting was the most fun and active.
- I like using technology to make my work, but I also love to paint.
- I liked foam shapes because it was the easiest and fun.
- I liked painting because you had to draw then paint then let it dry then cut out then trace it with black marker.
- The google drawing was fun and taught me how to do things on the computer that I didn't know how to do.
- Painting is the easiest and is really fun.
- Google drawings is very fun to use and it makes awesome designs.
- I liked google drawings because it is fun and you challenge yourself.
- It was fun to cut out the foam shapes and glue them. They look really cool and feel squishy.
- I think you learn more from painting.

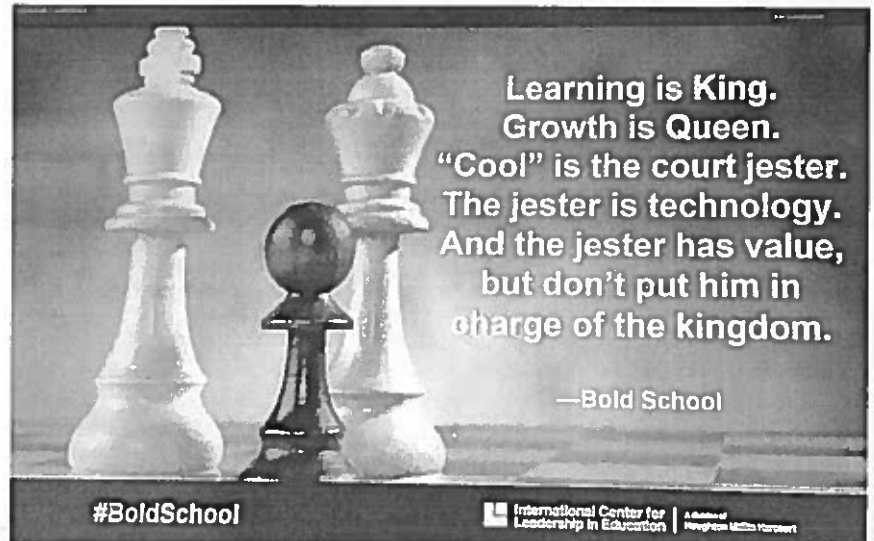
- I picked google drawings because it was fun to do but is a little hard.
- Google drawings is challenging but looks the best!
- I just wanted to say that this was probably one of my favorite projects so far this year.
- I would suggest paint because it was a lot of fun to me. I know I put it as the hardest but I like challenge. I hope other people would like a challenge too. That is why I suggest the paint.
- I loved this assignment very much.
- I like using technology.
- I think it is cool that B.C.I.T and art are doing something together!!!

## 7. A few more examples of student work!



## B. REFLECTION OF CONFERENCE VALUE

This conference was very beneficial. I am inspired by message of the keynote speaker, Weston Kieschnick, and the overwhelming enthusiasm and excitement of the other conference presenters and attendees. One quote from Kieschnick's book that resonated with many in the audience is *"Learning is King. Growth is Queen. 'Cool' is the court jester. The jester is technology. And the jester has value, but don't put him in charge of the kingdom."* Kieschnick emphasized that "education is not broken." Schools are doing great things! And many proven pedagogies that may seem "old school" still work very effectively.



Thank you for the opportunity to attend this conference. I am bringing home many relevant ideas, apps, and information to use and share with my colleagues. Some of these include Immersive Reader (Microsoft), yellyak.com, rocketbook, Google OCR, and Gimkit.



**Name:** Brandon Overdorff

**Position:** Head Football Coach

**Conference Attended:** Pennsylvania State Football Coaches Association Annual Clinic

**Dates:** February 14-16, 2019

**Location:** Penn Stater Hotel, State College, PA

- A. Summary:** I along with 3 Assistant Coaches had the opportunity to attend the PSFCA Clinic in State College, PA from February 14<sup>th</sup>-16<sup>th</sup>. The clinic is provided annually by the PSFCA, to which we are dues paying members. The clinic provides instruction and lectures from the current Football Staffs of Penn State, Pitt, Temple and many Division 2 and Division 3 Colleges and Universities. Many different topics are discussed from Safety to Schemes, to managing parent and community relationships etc. Along with the training, the clinic also provides an opportunity to view the newest developments in equipment and safety through the multitude of vendors present at the clinic.
- B. Reflection:** The conference is always very well attended by the football coaches in the State. This allows for a lot of positive interaction and discussion about the value of the game of football at the High School level. The opportunity to learn from the top College Coaches in the State has great value, as you get to discuss the newest schemes, and techniques being used at those levels of play. The knowledge and experience that is shared, will no doubt help us to be better football coaches, and allow us to provide the students of Indiana Area High School with a quality football program. We appreciate the opportunity that was given to us to aid us in our goal of "Building Something Special", at Indiana.

