Co-teaching middle grades educators Amber Benson and Ruby Voss have developed a relationships that has yielded positive results both for their students and for themselves as professionals. In this presentation, they share the secret to their successful partnership and the benefits of co-teaching when done right.
A WALK IN MY SHOES - PERSPECTIVE TAKING ACTIVITY
Presenter: Megan Vosk

DESCRIPTION

Have you ever heard the expression "You don't really know someone until you walk in their shoes"? What does it really mean to step into someone's else's shoes? This activity asks students to build empathy by creating their own "shoe" that represents who they are, and then sharing their work anonymously with others to look for commonalities.
THE POWER OF ICU: AN END TO STUDENT APATHY
Presenter: Todd Brist

DESCRIPTION
Through more time and support, schools can create a system that focuses on learning and helps sick grades recover in the school’s ICU. Embrace relearn, redo, and retake! Put an end to zeros and averaging grades! Come and learn how one school created an army of support and built a brick house to end student apathy using the Power of ICU philosophy.
We know that we should allow our students the opportunity for assessment retakes, but HOW do we effectively do this? In this session we will look at an effective retake process for a math class. Note: The ideas shared in this session can be adapted for any subject area.
BUILDING BRIDGES WITH CONCEPTS
Presenter: Megan Balduf

DESCRIPTION

The world we live in is ever more interconnected. Rarely is life compartmentalized. Yet school separates contents out, keeping students from seeing connections between ideas. Concept-based instruction has been around for decades, but its potential is still relatively untapped. Using concepts allows teachers to bridge one content to another and create connections across classes. Concepts also help students see how their learning is real-world relevant. Content is no longer siloed away when concepts drive curriculum.

VIEW THE PRESENTATION:
LETTING STUDENTS LEAD THEIR LEARNING
Presenter: Megan Balduf

DESCRIPTION

Self-paced or mastery learning. Modern Classroom Project, The Grid Method, problem- or project-based learning, or something else entirely. No matter what you call it, putting students in charge of their learning opens opportunities for their success and your support. When learning pathways are pre-set and goals are clear, students can work through their learning, getting support when necessary, at their pace. Students who can work quickly can engage in enrichment or act as experts among their peers. Students who need more time or more support can have it as the teacher knows exactly where students are, what micro-skill they’re working on, and what they need to move along.
A FOCUS ON FEEDBACK
Presenter: Megan Balduf

DESCRIPTION

Teachers often hear 'feedback' and think of the end-of-learning notes written all over a test, project, or essay. Not all feedback should wait until the end of learning. Not all feedback needs to be individualized. Not all feedback needs to be written. Feedback should be targeted, clear, and encouraging for next steps. Feedback should help a student grow their content knowledge, content processes (such as how to run a lab), and global processes (such as time management). Feedback should be a tool that helps students grow.