



The 2018 Fall Instructional Conference



Composing the Portraits of Our Amazing Graduates

Friday, October 5, 2018

7:00 AM – 8:00 AM Registration

8:00 AM – 3:15 PM Conference

Bow High School

55 Falcon Way

Bow, New Hampshire 03304



*This conference supported by New Hampshire Learning Initiative and Horace Mann Service Corp.
Thank you to Bow Education Association and Bow Support Staff for hosting us!*



**Megan Tuttle,
NEA-NH President**

Dear NEA-New Hampshire educators and members,

As the President of NEA-NH, I welcome you back to another school year! As has been the tradition of our education association for the past 154 years, a new school year brings our annual Fall Instructional Conference, packed with useful and inspiring classes to boost your career.

Our theme this year is, “Composing the Portraits of Our Amazing Graduates,” which we chose because of our keynote speaker, Valerie Greenhill. Valerie is the President and Co-Founder of EdLeader21, a network of Battelle for Kids, the professional learning community that helps school districts and leaders to scale and sustain 21st century education practices system-wide. Valerie and her colleagues lead educators in articulating the knowledge and skills that will be acquired by high school graduates. After explaining the work and the process in her keynote, Valerie will work with teams from individual districts to help them develop plans for implementing this work.

As important as it is to have a clear idea of what we want our graduates to know and be able to do, we must also work to ensure that students have emotional support and attend school in safe environments. NEA-New Hampshire will be making student mental health a focus for this year. We offer several workshops to help provide you with information and skills to support students’ healthy development.

Additionally, your conference offers workshops on a variety of other subjects, with key focus on Classroom Strategies, Socio-Emotional Learning, Special Education (“level 201” topics for deeper learning), Social Studies, and STE(A)M classes. For a quick overview of all the workshops, see pages 4-6 for the *Conference at a Glance*.

Classes fill quickly, so I urge you to register right away so you get your first choice. To register, go to our website, www.neanh.org, and click on the Fall Instructional Conference link; or complete the registration form and mail it to NEA-NH before September 23. The NEA-NH staff and I look forward to seeing you there.

Yours in education,



Megan Tuttle, President, NEA-NH

*Details about the 2018
Fall Instructional Conference...*

Conference Agenda

7:00 AM Registration & Continental Breakfast
8:00 AM Keynote Speaker
9:15 AM **A** Workshop Sessions
10:45 AM Break
11:00 AM **B** Workshop Sessions
12:30 PM Catered Lunch / Vendor Time
1:45 PM **C** Workshop Sessions
3:15 PM Conference Ends
3:45 PM End of Retirement Seminar
5:00 PM End of Mental Health First Aid
training

5.5 Hours of CEU Credit

Registration Information

Your registration fee includes meals, a keynote speaker, and three workshops!

NEA-NH Members = \$65.00

Non-Members = \$160.00

NEA Student Members = Free

Become an NEA Student Member by 9/23 at
<http://www.nea.org/home/1676.htm>.

Registration Deadline: September 23!



Directions to Bow High School at 55 Falcon Way, Bow, New Hampshire

From the North or South

Take Interstate 93 to Interstate 89 North. Exit Interstate 89 North at Exit 1. At the bottom of the off-ramp, turn right onto Logging Hill Road. Proceed approximately 9/10ths of a mile to the intersection of Logging Hill Road and White Rock Hill Road (at the Bow Fire Station). Turn onto White Rock Hill Road and proceed approximately 2/10ths of a mile to Bow HS.

From the West

Take Interstate 89 South to Exit 1. Turn right at the bottom of the off-ramp onto Logging Hill Road. Proceed approximately 7/10ths of a mile to the intersection of Logging Hill Road and White Rock Hill Road (at the Bow Fire Station). Turn onto White Rock Hill Road and proceed approximately 2/10ths of a mile to Bow High Sch.

From the East

Take U.S. Route 4 East to Interstate 393. Follow Interstate 393 to Interstate 93 South. Take Interstate 93 South to Interstate 89 North. Or Take U.S. Route 101 East to Interstate 93 North. Proceed North on Interstate 93 thru the Hooksett toll plaza to Interstate 89 North. Exit Interstate 89 North at Exit 1. At the bottom of the off-ramp, turn right onto Logging Hill Road. Proceed approximately 9/10ths of a mile to the intersection of Logging Hill Road and White Rock Hill Road (at the Bow Fire Station). Turn onto White Rock Hill Road and proceed approximately 2/10ths of a mile to Bow High School.

Conference at a Glance

Strand	Code	Workshop	PK-2	3-5	6-8	9-12	ESP
Art	A-26	Origami in the Classroom (K-12)	1	1	1	1	
Classroom Strategies	A-05	Refocus and Re-Energize Students Through Movement (K-8)	1	1	1		1
Classroom Strategies	A-19	20 Methods for Creating a Positive and Healthy Classroom Culture (All)	1	1	1	1	1
Classroom Strategies	A-25	Executive Function 101: Help Students Problem Solve (K-12)	1	1	1	1	1
Classroom Strategies	A-28	Challenging Behaviors (PK-2)	1				1
Classroom Strategies	B-03	Calm Down or Rev Up to Create Better Teaching and Better Learning (K-8)	1	1	1		
Classroom Strategies	B-19	Teaching to Your Strengths: It's All About Your Brain (All)	1	1	1	1	1
Classroom Strategies	B-23	The Independent Classroom (K-12)	1	1	1	1	
Classroom Strategies	C-07	The First Years of Teaching: Tools and Wisdom from Veteran Teachers (PK-5)	1	1			
Classroom Strategies	C-12	No Time to Lose...It's Time to Teach! (PK-12)	1	1	1	1	1
Classroom Strategies	C-13	Motivating Millennials (K-12)	1	1	1	1	1
Collaboration	A-17	Four Lenses Learning Styles: Effective Communication with Staff and Students (All)	1	1	1	1	1
Community Engagement	A-11	Developing Your School or District's Portrait of a Graduate, Part I of III (All, Teams)	1	1	1	1	1
Community Engagement	B-13	Developing Your School or District's Portrait of a Graduate, Part II of III (All, Teams)	1	1	1	1	1
Community Engagement	C-02	Proactive, Positive Family Engagement Strategies for Elementary School Educators (PK-5)	1	1			
Community Engagement	C-09	Developing Your School or District's Portrait of a Graduate, Part III of III (All, Teams)	1	1	1	1	1
ESP	A-16	What Paraprofessionals Need to Know about Special Education Laws and Processes (Paras)					1
ESP	B-17	Putting the Student First – Para and Teacher IEP Collaboration	1	1	1	1	1
ESP	B-26	ESP Professional Growth Continuum, Part I of II					1
ESP	C-25	ESP Professional Growth Continuum, Part II of II					1
Guidance Counselor / Common Core	C-23	Readying Our Students for Life After High School: NH's College and Career Readiness (K-12)	1	1	1	1	
Instruction	A-04	Making Learning FUN: Increase Student Engagement and Achievement, Part I of II (3-12)		1	1	1	1
Instruction	B-02	Making Learning FUN: Increase Student Engagement and Achievement, Part II of II (3-12)		1	1	1	1
Instruction	B-27	Curriculum That Includes Play and Developmentally-Appropriate Practice (PK-2)	1				
Literacy	A-14	Transforming Remedial Reading into a 21st Century, Creative Learning Space (6-12)			1	1	1
Literacy	C-05	Literacy Workstations for Independent Literacy Learning (K-2)	1				
Literacy/SpEd	A-30	Self-Regulated Strategy Development for Writing (PK-2)	1				
Literacy/SpEd	B-30	Self-Regulated Strategy Development for Writing (3-5)		1			
Literacy/SpEd	C-30	New Takes on Evidence-Based Reading Comprehension Instruction (1-8)	1	1	1		
Math	A-07	Building Number Sense in Your Students (PK-2)	1				
Math	B-05	Differentiating to Support the Math Learner (3-12)		1	1	1	
Math	C-29	How to Differentiate Mathematics Instruction in an Elementary Classroom (K-2)	1				
Professional Issues	B-08	New Code of Ethics and Code of Conduct (All)	1	1	1	1	1
Professional Issues	B-31	NEA Teacher Leadership Competencies (PK-12)	1	1	1	1	
Professional Issues	C-11	Retirement Planning Seminar (All) 1:45-3:45p	1	1	1	1	1
Professional Issues	C-21	Film and Discussion: <i>Backpack Full of Cash</i> and the Ills of Privatizing Education (All)	1	1	1	1	1
Professional Issues	C-31	What to Do When YOU Don't Know the Answer: "Catch and Release" for Teacher Shame (PK-12)	1	1	1	1	

Strand	Code	Workshop	PK-2	3-5	6-8	9-12	ESP
Professional Issues / Guidance Counselor		Lunch Drop-In Session: Student Loan Solutions (All)	1	1	1	1	1
Professional Issues / Technology	A-20	I Need to Learn More about This! <i>Useful and FREE</i> Research Available to Every Educator (All)	1	1	1	1	1
Safe, Healthy Schools	A-01	Trauma-Informed 2.0: Understanding the Basics of Regulating the Autonomic Nervous System (All)	1	1	1	1	1
Safe, Healthy Schools	A-03	GLSEN: Safe Space Training (All)	1	1	1	1	1
Safe, Healthy Schools	A-09	Recognizing and Responding to Suicide Risk as School Staff, Part I of II (All)	1	1	1	1	1
Safe, Healthy Schools	A-15	School Emergency Readiness: A Community Approach (All)	1	1	1	1	1
Safe, Healthy Schools	A-18	Save a Life! Learn How to Use CPR and AED, Part I of II (All)	1	1	1	1	1
Safe, Healthy Schools	A-22	Mental Health First Aid – Youth Training, Part I of III (All), 8a-5p	1	1	1	1	1
Safe, Healthy Schools	B-09	Recognizing and Responding to Suicide Risk as School Staff, Part II of II (All)	1	1	1	1	1
Safe, Healthy Schools	B-16	School Emergency Readiness: A Community Approach (All)	1	1	1	1	1
Safe, Healthy Schools	B-18	Save a Life! Learn How to Use CPR and AED, Part II of II (All)	1	1	1	1	1
Safe, Healthy Schools	B-21	Mental Health First Aid – Youth Training, Part II of III (All), 8a-5p	1	1	1	1	1
Safe, Healthy Schools	B-24	GLSEN: Trans 101 Training (All)	1	1	1	1	1
Safe, Healthy Schools	B-29	Implementing Yoga & Mindfulness Techniques in the Classroom (PK-5)	1	1			1
Safe, Healthy Schools	C-16	First Aid Certification (All)	1	1	1	1	1
Safe, Healthy Schools	C-19	Mental Health First Aid – Youth Training, Part III of III, 8a-5p	1	1	1	1	1
Safe, Healthy Schools	C-22	New Hampshire's Opioid Crisis (All)	1	1	1	1	1
Safe, Healthy Schools	C-26	Vaping Unveiled: What Everyone Needs to Know (6-12)			1	1	
Safe, Healthy Schools	C-27	The Art, Science and Practice of Well-Being: Right Tools and Powerful Practices (All)	1	1	1	1	1
Science	A-06	Exciting Indoor and Outdoor Labs, Part I: Using Tools of da Vinci, Galileo, and Archimedes (3-8)		1	1		
Science	A-24	Branching Out and Going WET and WILD with Field Investigations (PK-8)	1	1	1		
Science	B-04	Exciting Indoor and Outdoor Labs, Part II: Climate Change (3-8)		1	1		
Science	B-06	Grow Your Classroom (K-12)	1	1	1	1	
Science	C-03	Tapping into Maple Tradition (K-12)	1	1	1	1	
Science	C-17	Bringing the World of Birds and Ornithology into EVERY Classroom (K-12)	1	1	1	1	
Science	C-24	NH Harvest of the Month (PK-5)	1	1			
Social Studies	A-13	Teaching the History of the Labor Movement to Today's Students (9-12)				1	
Social Studies	A-27	Israel and Palestine: A Costly Dilemma (9-12)				1	
Social Studies	A-29	Building Bridges Across Borders to Combat Poverty (6-12)			1	1	
Social Studies	B-11	NH is Developing New Social Studies Standards! (K-12)	1	1	1	1	
Social Studies	B-28	American Racism and Nazi Racial Policy (9-12)				1	
Social Studies	C-14	Fun, Innovative Projects that Help Students Commit to Science and the Environment (6-12)			1	1	
Social Studies	C-28	American Racism and Nazi Racial Policy (9-12)				1	
Socio-Emotional Learning	A-12	Student Friendly Classroom (6-12)			1	1	1
Socio-Emotional Learning	A-23	Social-Emotional Learning Using the Film <i>Milton's Secret</i> , Part I of II (6-12)			1	1	1
Socio-Emotional Learning	B-01	The Shifting Landscape of NH Education: How Adverse Childhood Experiences Impact Schools (All)	1	1	1	1	1
Socio-Emotional Learning	B-14	Insight Out: Mindfulness and Emotional Literacy, Part I of II (6-12)			1	1	1
Socio-Emotional Learning	B-22	Social-Emotional Learning Using the Film <i>Milton's Secret</i> , Part II of II (6-12)			1	1	1
Socio-Emotional Learning	C-10	Insight Out: Mindfulness and Emotional Literacy, Part II of II (6-12)			1	1	1

Strand	Code	Workshop	PK-2	3-5	6-8	9-12	ESP
Socio-Emotional Learning	C-20	Creating a Caring Culture in Your Classroom (PK-8)	1	1	1		1
Socio-Emotional Learning / Technology	C-04	24/7: How Connectedness to Technology Can Contribute to Anxiety and Depression (All)	1	1	1	1	1
SPED	A-08	Understanding and Supporting Students with Autism (PK-5)	1	1			1
SPED	A-10	Learning and Attention Issues 101 (PK-12, Paras)	1	1	1	1	1
SPED	A-21	Do You Hear What I Hear? Understanding Students' Clinical Disorders (All)	1	1	1	1	1
SPED	B-07	Using Functional Behavior Assessments to Write Positive Behavior Intervention Plans (PK-8)	1	1	1		
SPED	B-12	Understanding and Advocating for Strength-Based IEPs (PK-12, Paras)	1	1	1	1	1
SPED	B-20	Teaching Students with Autism (K-12)	1	1	1	1	1
SPED	C-01	Helping Students with Disabilities Transition to College (9-12)				1	1
SPED	C-08	Navigating ADHD: Meet Understood.org, Your New Resource (PK-12, Paras)	1	1	1	1	1
SPED	C-18	Addressing Behavioral Challenges (ABC) (All)	1	1	1	1	1
STEM	A-31	EarthKAM: A STEM Project from the International Space Station (6-8)			1		
STEM	C-06	Incorporating STEM into Your Classroom (PK-2)	1				
STEM / Technology	B-15	Film & Discussion: <i>She Started It</i> - Women Empower Themselves as Tech Entrepreneurs (6-12)			1	1	
STEM / Technology	B-25	Augmented Reality and Virtual Reality Apps and Tools (PK-8)	1	1	1		
Student Leadership / Technology	A-02	Making the Case for a Student Technology Leadership Program with Generation YES (3-8)		1	1		
			67	67	71	64	55

Opening & Keynote Address 8:00 – 9:00



Valerie Greenhill is the President and Co-Founder of EdLeader21, a network of Battelle for Kids, the PLC dedicated to helping district and school leaders scale and sustain 21st century education practices system-wide. Along with Ken Kay, she is the author of *The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts* (2012), published by Pearson Education. Valerie's work is influential in the concept of developing your portrait of a graduate.

Once a student has completed their public school education and walks the graduation stage, have we prepared them for a productive life? What skills and tools will they need to survive and thrive in the world, to make a difference as servant scholars? What key knowledge, emotional preparedness, executive function skills, and self-understanding have we helped to develop? What does the portrait of an AMAZING graduate look like? Valerie's keynote will address why we need a portrait of a graduate, what it is, and how to get it implemented into the classroom...along with other key insights.

New Hampshire Learning Initiative partnered with us to bring this dynamic speaker to address our members and colleagues. Read more about Valerie's work on her website: <http://www.edleader21.com/valerie-greenhill>.

Lessons from the Cave: Defining Your Vision for 21st Century Education

The world was captivated by the rescue of the 12 Thai soccer players and their coach from Tham Luang Cave. There are lessons to be learned from this story that apply to the work of 21st century education as we work to define what portraits of graduates should look like. This story reveals how we can help make students the heroes – not the victims – of their educational journeys, in a time of immense risk and change. As one of the rescuers said, "Transporting a human life is the ultimate responsibility."

"A" Session Workshop Descriptions 9:15 – 10:45

A-01 Trauma-Informed 2.0: Understanding the Basics of Regulating the Autonomic Nervous System (All)

Emily Daniels, M.Ed., MBA, NCC, SEP™ in training

We all wish we could have great relationships with our students and our colleagues. Unfortunately, sometimes "things" get in the way. Sometimes, it is our response to stress that gets in the way. In this workshop, participants will better understand how the body's stress response system (the autonomic nervous system) can negatively affect our relationships. Regulating the autonomic nervous system is essential to repairing "compassion fatigue" and building strong community in schools and classrooms. You will leave this workshop knowing how you can deepen your capacity for self and co-regulation, the cornerstones of growing healthy relationships.



A-02 Making the Case for a Student Technology Leadership Program with Generation YES (3-8)

Dr. Ethel Gaides, SAU #48 Assistant Superintendent

Generation YES is a program that prepares powerful teams of Student Technology Leaders (STLs) in schools to work with educators, peers, and IT staff to integrate

technology in ways that improve student learning. Schools typically implement GenYES as a technology club or a class and require a teacher or qualified adult to facilitate the program. Come learn more about Student Technology Leaders, Technology Assistance Projects, and how to start a GenYES program at your school. Visit www.genyes.org for more information.

A-03 GLSEN: Safe Space Training (All)

Jennifer Belcher-MacAvoy & Lauren Petraitis,

GLSEN Certified Trainers

This workshop will give participants an overview of GLSEN (formerly the Gay, Lesbian & Straight Education Network) and the training and support they provide. We will explore statistics regarding LGBTQ (lesbian, gay, bisexual, transgender, or questioning) students and their experiences in schools. GLSEN will provide an overview of strategies and resources for supporting LGBTQ students in schools.



A-04 Making Learning FUN: Increase Student Engagement and Achievement, Part I of II (3-12)

Sue Bergman, Education Consultant, Learning is Contagious!
This interactive workshop will show participants that summarization strategies are critical when working with students of all ages with any subject. Attendees will learn by doing and leave with a digital toolkit of differentiated summarization strategies to use in any content area; these will increase student engagement, processing, retention and achievement. Rick Wormeli stated, "Summarization yields some of the greatest leaps in comprehension and long-term retention of information." **This is a two-part workshop. Please also choose B-02.**

A-05 Refocus and Re-Energize Your Students Through Movement (K-8)

Sandy Bothmer, Consultant, Yoga Teacher/Therapist
Dr. John Medina, author of *Brain Rules* (2008) has said, "Healthy, active kids make better learners. We are not designed to sit. We are designed to move." And that's just what we'll do in this workshop! Explore Brain Break quiet movements, including Crane Walk to calm the body mind; experience Brain Break Active movements, including Breath of Joy to energize the body mind. Bring your inner child for a fun, playful experience designed to help your students and you too!



A-06 Exciting Indoor and Outdoor Labs, Part I: Using Tools of da Vinci, Galileo, and Archimedes (3-8)

Dick Bothmer, Environmental Science Consultant
Part I of this hands-on science workshop will be a series of labs using indoor and outdoor situations found at any school. It will be very low-tech. We will use the tools that da Vinci, Galileo and Archimedes used. They used their five senses plus their wits, plus their sixth sense of curiosity. Part II, in workshop B-04, will continue with the labs described above plus a discussion on how to talk to students about climate change. Attend either or both!



A-07 Building Number Sense in Your Students (PK-2)

Lucy Canotas, Dir. Elementary Curriculum, Timberlane Reg.
Building a strong foundation of mathematical number sense in students is critical for their full understanding and success in math. This workshop will focus on understanding how young children learn number concepts and the critical learning phases children go through as they develop mathematical understanding. You will leave this workshop with many ideas and activities that are quick and easy to implement and help to build these critical skills in your students.

A-08 Understanding and Supporting Students with Autism (PK-5)

Karen Davis CAGS/BCBA, Board Certified Behavior Analyst
Maybe you have worked with students (or your own children) who are diagnosed with autism or autism spectrum disorders (ASD). Participants in this workshop will be provided with the current research including the prevalence of ASD. They will learn about the various social and educational implications that students with ASD encounter, and they will leave with strategies for supporting their students with autism. You may be interested in B-07 next.

A-09 Recognizing and Responding to Suicide Risk as School Staff, Part I of II (All)

Ann Duckless, Community Educator
School personnel are well-positioned to notice changes in students and youth, including behavior changes, new attitudes, academic performance changes or social interactions which may signal symptoms of depression, substance misuse and/or other risk factors that may lead to suicide. *Connect* is a unique community-based prevention and intervention training. It is designed to help school communities become more competent at promoting suicide prevention, recognizing individuals at risk, and responding to individuals who are thinking about or have attempted suicide. The *Connect* training for school personnel and educators includes a review of National Best Practice protocols for schools and sample policies and procedures to guide a school's response to a suicide incident. The training incorporates interactive case scenarios based on possible school situations and discussion on how to integrate key community service providers to develop an effective and comprehensive response. **This is a two-part class; also sign up for B-09.**



A-10 Learning and Attention Issues 101 (PK-12, Paras)

Jessica Gordon, Regional Manager, Understood.org
Join Understood.org and the National Center for Learning Disabilities as they provide an overview of learning and attention issues. The workshop will include a discussion of what they are and are not; some signs teachers can look for; strategies to help in the classroom; and resources teachers can share with parents for how to help at home. This workshop will also offer guidance on being an active participant to curb bullying at school.

A-11 Developing Your School or District's Portrait of a Graduate, Part I of III (All, Teams)

Valerie Greenhill, President and Co-Founder of EdLeader21, a network of Battelle for Kids

Does your school or district have a Portrait of a Graduate? Many school systems across the country have engaged their larger community in helping to develop a Portrait of a Graduate (PoG), a collective vision that articulates the community's aspirations for all students. Locally developed, but globally positioned, the Portrait of a Graduate provides a North Star for transforming systems. This collective vision provides strategic direction for the redesign of the overall educational experience for students, and it reinvigorates and re-engages students, teachers, and community stakeholders. In this workshop, participants will learn how to develop a PoG. Participants will learn from examples in districts across the country and will leave with an implementation guide and action steps, allowing them to bring the PoG work back to their schools. **NOTE: We recommend that schools or districts send representative teams of 4-8 people to this workshop. THIS IS A THREE-PART CLASS. You must also sign up for B-13 and C-09!**

A-12 Student-Friendly Classroom (6-12)

Lee Guerette, Director of Cognitive Yoga

Based on the tradition of mindfulness, blended with modern social-emotional learning, teachers will be given a kid-friendly model for emotional literacy and several practices, and exercise to use with the student. These practices will help improve collaboration and behavior management. Everyone who works in the classroom should attend this class, as well as those interested in learning more about socio-emotional learning.



A-13 Teaching the History of the Labor Movement to Today's Students (9-12)

Mary Gaul, Retired UniServ Director & Lorri Hayes, NEA-NH UniServ Director

This workshop explores key events in the history of the American labor movement, from the early years through the 21st Century, including the history of the National Education Association (NEA) and NEA-NH. The focus will be on why it is important to understand and share the history of the labor movement. Teaching resources for grades 9-12 will be provided, to allow participants to bring these concepts to their classrooms. Also, anyone interested is welcome to join this presentation.

A-14 Transforming Remedial Reading into a 21st Century, Creative Learning Space (6-12)

Stephanie Karabaic, Teacher & Reading Specialist

Teachers will be exposed to a variety of ways to transform and update a traditional reading class into a dynamic, engaging, content-rich learning environment. Design your new class to focus on reading skills as students develop background knowledge of the world in which they live. Using a variety of methods and free resources, participants can create literacy-rich activities, lessons, and even units to: engage students, build vocabulary and reading skills, and provide writing opportunities as students learn more about their world.

A-15 School Emergency Readiness: A Community Approach (All)

Scott Lambertson, NH Homeland Security & Sean Heichlinger, School Readiness Program Supervisor

It is so important to have your community involved in the development of a school's all hazard focused emergency operations plan. We will discuss how the School Emergency Readiness Program supports SAUs and schools. We will also examine training opportunities that we provide to schools. If you are wondering how to make your school safer and ready for any emergency, this class is for you! All are welcome.

A-16 What Paraprofessionals Need to Know about Special Education Laws and Processes (Paras)

Cynthia Lucero, Professor, NHTI-Concord's Comm. College
Paraprofessionals play an important – but different from teachers – role in ensuring that students with disabilities receive appropriate services. Come learn about New Hampshire special education law and find out exactly what paraprofessionals are required to do and what other responsibilities are helpful, but not required.

A-17 Four Lenses Learning Styles: Effective Communication with Staff and Students (All)

Scott McPhee, Social Studies Teacher

This fun, interactive class helps participants understand and value each person's unique strengths. Though similar to the Myers-Briggs test, 4 Lenses looks deeply at four distinct personality temperaments. This team-building activity helps create more perceptive leaders who are better able to tap into their team's strengths...and more effective team members! Fostering positive interaction with others and diversity of learning styles is valuable to the seasoned teacher or administrator as well as the newest team member. Open lines of communication (between supervisors and subordinates, coworkers, spouses, or parents and their children), develop stronger teams, and help reduce misunderstanding. Four Lenses nicely models inclusion for educators and gives a common language to better understand each student.

A-18 Save a Life! Learn How to Use CPR and AED, Part I of II (All)

Sean Madden, CPR Mgr., McGregor Memorial Ambulance

Sudden cardiac arrest kills 338,000 Americans every year. Much of the responsibility for students' physical care now rests with teachers, athletic trainers, coaches, and school staff. In a survey of elementary and high school parents and teachers, 80% of parents indicated that they assumed that teachers were trained in CPR; in reality, 40% had never completed a course. In this fun and fast-paced class, learn how to perform CPR and use an Automated External Defibrillator. NH requires a CPR and First Aid-certified person to be present whenever students are at school or on field trips. This class will teach you when to use 911; how emergency response works; and how to clear an obstructed airway (adult, child, or infant). You will obtain an American Heart Association certification, valid two years, to ensure you can save a life! **THIS IS A TWO-PART CLASS; YOU MUST SIGN UP FOR B-18!**

A-19 Twenty Methods for Creating a Positive and Healthy Classroom Culture (All)

Stephen Maguire Teacher, Author, Professional Speaker, Dad

Given the demands we have on us as educators today, sometimes the most important job – creating positive relationships with our students – gets pushed aside. This highly-interactive workshop will give class participants immediate and tangible, positive relationship-building ideas they can use in the classroom on Monday. Participants will engage with each other about their current relationship-building strengths and work on new ideas for the future of their classroom and beyond.

A-20 I Need to Learn More about This! Useful and FREE Research Available to Every Educator (All)

Robert T. McLaughlin, National Collaborative for Digital Equity & Beth Piroso, Teacher

Have a problem at school you don't know how to handle? Faced with a student whose learning style you don't understand? Join this informal, interactive workshop to learn what's available FOR FREE in an exceptional array of online databases that hold full-text articles and books on effective educational practice. The online access to thousands of resources come to you thanks to funding from NEA-NH and, more recently, the NH Department of Education. If possible, please be sure to bring a mobile device so you can learn to conduct searches keyed in to *your* priorities using a familiar device. This class is great for support staff and administrators, in addition to teachers, guidance counselors, nurses, and librarians!

A-21 Do You Hear What I Hear? Understanding Students' Clinical Disorders (All)

Maxine Mosley, School Counselor and NEA-NH Board

Students of all ages are being diagnosed with clinical disorders such as depression, anxiety, post-traumatic stress disorder (PTSD), selective mutism, and attention deficit/hyperactivity disorder (ADHD). Learn more about these disorders and how they may manifest themselves in the school setting. Leave this workshop with a better understanding of your students (or your children!) and with tools to communicate more effectively with them.

A-22 Mental Health First Aid – Youth Training, Part I of III (All)

Merrimack County Juvenile Service

****PLEASE NOTE THAT THIS TRAINING STARTS AT 8:00 AM and ENDS AT 5:00 PM!**

We continue to hear from members that mental health issues and trauma-affected students are on the rise in schools. This Mental Health First Aid – Youth Training curriculum prepares teachers, guidance counselors, and school staff to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Designed for those who regularly interact with young people, the course covers topics including anxiety, depression, psychosis, substance use disorders, and other disorders, like disruptive behavior disorders (including ADHD) and eating disorders. In addition to discussing these mental health challenges that frequently affect adolescents, the 8-hour course will review typical adolescent development and will teach a 5-step action plan for how to help young people in crisis and non-crisis situations. **(This class requires 15 attendees. Consider bringing a team!) Also choose B-21 and C-19.**



Film & Discussion

**A-23 Social-Emotional Learning Using the Film
Milton's Secret, Part I of II (6-12)**

Marie Portner, Rietouch Massage Mindfulness & Motion

Participants will view the movie *Milton's Secret*, starring Donald Sutherland, about a boy who learns to cope with a class bully with the help of his grandfather. We will introduce the Social Emotional Learning curriculum for students in grades 6-12. The seven lessons cover a broad range of interpersonal and self-awareness skills including mindfulness, responding versus reacting, mindful use of devices, and seeking support and supporting others. Engaging discussions will inspire educators to deepen their understanding of how to foster a caring culture in their classrooms and protect students from bullying experiences and behaviors. **This is a two-part class. You must also sign up for B-22.**



**A-24 Branching Out and Going WET and WILD
with Field Investigations (PK-8)**

*Judy Silverberg, NH Project Learning Tree Coordinator &
Mary Goodyear, Project WILD Coordinator*

Field investigations serve as a great way to incorporate teaching science process skills and making connections to common core standards in math and English language arts. This hands-on workshop will familiarize you with field investigations, how to get started, and activities that support doing field investigations from three nationally recognized supplemental curricula programs: Project WET, Project WILD, and Project Learning Tree.

**A-25 Executive Function 101:
Help Students Problem Solve (K-12)**

Rachael Ramsey, Teacher, Bedford School District

This workshop will provide participants with a more detailed understanding of what executive function is and how executive function impacts student achievement within a classroom setting. Executive function is the ability to plan into the future, reflect on the past, problem solve, and adjust plans – skills that many students struggle to learn. This workshop will be more of a lecture/discussion format to help provide resources, ideas, and details to help students while saving teachers' time. This is a helpful workshop to prepare for "The Independent Classroom," workshop B-23.



A-26 Origami in the Classroom (K-12)

Jill Schock, Education Technology Specialist

Origami is the ancient art of paper folding. Practicing origami can enhance students' learning by providing opportunities for fine motor practice, sequencing, and reading diagrams. The practice can also increase self-esteem, math skills (geometry, fractions), visual motor skills and much more. From an engineering standpoint, origami is often used by architects for models of building projects. And learning origami is fun! Join this hands-on workshop for information and to practice this ancient art.

A-27 Israel and Palestine: A Costly Dilemma (9-12)

*Carolyn Cicci, Retired Middle School English Teacher &
Will Thomas, Retired High School History Teacher*

The conflicts existing in modern-day Israel and Palestine have quite a long history that is important to understand. After outlining the historical events that followed World War I and WW II in the Middle East, participants will explore the differing views and actions that have led to the current dilemmas between Israel and Palestine. This dilemma is costly, not only economically, but also intellectually, diplomatically, socially, emotionally, and environmentally. Join the invigorating discussion.

A-28 Challenging Behaviors (PK-2)

Megg Thompson, Certified Behavioral Consultant

Why is it that some educators find the actions of certain students challenging while other educators handle those same students with no trouble at all? Why are some children hard for us to understand, while other students fuel our creativity and job satisfaction? Knowing yourself and knowing others is a key to figuring out challenging behaviors. If we can pinpoint why some obstacles are harder than others, then we can find solutions and craft new strategies. This class focuses on early childhood behaviors, in grades PK-2, but the concepts for understanding other humans are universal.

**A-29 Building Bridges Across Borders
to Combat Poverty (6-12)**

*Patricia Wheeler, President, Fey y Esperanza and Retired
Spanish Teacher & Max Scheinblum, High School Junior*

This presentation examines the extreme poverty existing minutes from the safest US city, El Paso, Texas, by entering into the life of a home for abandoned children in Juarez, Mexico. It explores the causes of poverty worldwide and touches on issues of immigration and drug cartels. It focuses on a 14-year relationship built by students from NH with these children in poverty and the life-changing positive effects it has had on all of them.

A-30 Self-Regulated Strategy Development for Writing (PK-2)

Heidi Zollman, Curriculum, Instruction, & Assessment Coach & Dr. Erin Mahoney, Principal, NLS, Rochester, NH
Make writing your students' favorite experience of the day with evidence-based practices, particularly those from the Self-Regulated Strategy Development model. These practices include: formative assessment, modeling, goal setting, and graphic organizers, as well as how to cultivate the kind of self-regulation that expert writers possess. The Self-Regulated Strategy Development approach will strengthen your existing writing instruction. It is not a separate program. See state/district assessment data and pre to post student-writing samples that show significant gains made with these practices.



A-31 EarthKAM: a STEM Project from the International Space Station (6-8)

Sally Jean Jensen, Science Teacher
EarthKAM (Knowledge Acquired by Middle school students) is a Sally Ride project from the International Space Station (ISS) that provides an opportunity for students to follow the orbit of the ISS and submit a request to take photos using the EarthKAM camera. Students have to input the proper data for the request to be accepted. This opportunity happens about 4 to 5 times a year and is part of a real mission. Participants will learn how to register their schools to participate and will view some results of past missions of EarthKAM. Participants will also receive a packet of materials that involve interdisciplinary activities from the EarthKAM website.

"B" Session Workshop Descriptions 11:00 – 12:30

B-01 The Shifting Landscape of NH Education: How Adverse Childhood Experiences Impact Schools (All)

Erin Barnett, PhD, Clinical Psychologist, Asst Professor of Psychiatry & Health Policy & Clinical Practice, Dartmouth Trauma Interventions Research Ctr/West Central Behav Health
There is compelling data that links adverse childhood experiences (ACES) such as trauma, neglect, parental substance use disorders, and disturbed attachments, to later mental and physical health challenges related to the educational setting. We will use demonstrations, videos, clinical anecdotes, and case-based experiential exercises to learn and practice trauma-sensitive strategies for children and teens who demonstrate traumatic stress and related struggles in school. The landscape of needs for students in the NH education system shifts due to the opioid epidemic as well. We will discuss secondary traumatic stress, its impact on educators, and how to mitigate these symptoms for the sake of educators' and children and teens' well-being.

B-02 Making Learning FUN: Increase Student Engagement and Achievement, Part II of II (3-12)

Sue Bergman, Education Consultant, Learning is Contagious!
The purpose of this interactive workshop is to show participants that summarization strategies are critical to use when working with students of all ages with any subject. Attendees will learn by doing and leave with a digital toolkit of differentiated summarization strategies to use in any content area that can increase student engagement, processing, retention and achievement. **This is a two-part workshop; also choose A-04.**

B-03 Calm Down or Rev Up to Create Better Teaching and Better Learning (K-8)

Sandy Bothmer, Author, Kripalu Yoga Teacher and Therapist
Are there times when you need to calm down or rev up to get through the day? What about your students? Learn ways to turn restlessness into calm and lethargy into energy! You'll explore time-proven practices for self-regulation, such as breathing patterns, yoga postures, and mudras (hand gestures) to name a few. You and your students will have a self-care kit for calming down or revving up for better teaching and learning!



B-04 Exciting Indoor and Outdoor Labs, Part II: Climate Change (3-8)

Dick Bothmer, Environmental Science Consultant
Part I (see A-06) of this hands-on science workshop will be a series of labs using indoor and outdoor situations found at any school. Use the tools that da Vinci, Galileo and Archimedes used. They used their five senses plus their wits, plus their sixth sense of curiosity. Part II, in THIS workshop, will continue with the labs described above plus a discussion on how to talk to students about climate change. Attend either or both!





B-05 Differentiating to Support the Math Learner (3-12)

Lucy Canotas, Director of Elementary Curriculum

A balanced math approach supports a shift of instruction through differentiation, or tailoring your teaching to meet the individual needs of a student. In this workshop, you will develop a practical understanding of differentiation strategies, and how they relate to the effective support and teaching of mathematics. You will also explore strategies and modifications through concept mapping to assist students in their mathematical learning.



B-06 Grow Your Classroom (K-12)

Debbi Cox, State Coordinator

Refresh your classroom by using agricultural concepts to teach science, social studies, language arts, and math. Learning about food and fiber systems is important for students to become informed adults and engaged 21st century community members. Explore several ways to integrate agriculture into your classroom and walk away with an assortment of possibilities, after enjoying a few of the activities yourself!



B-07 Using Functional Behavior Assessments (FBAs) to Write Positive Behavior Intervention Plans (PK-8)

Karen Davis CAGS/BCBA, Board Certified Behavior Analyst

“A Functional Behavior Assessment (FBA) is a process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress.”* This class will focus on gaining a better understanding of Functional Behavior Assessments and using intervention strategies for problem behavior, based on various functions. This workshop may be of interest to those who attend A-08, Understanding and Supporting Students with Autism, though it is not a pre-requisite.

*source: Dept of Special Education, Lincoln, Nebraska

B-08 New Code of Ethics and Code of Conduct (All)

Nicole Heimarck, NHSBA Director Governmental Relations
New Hampshire has adopted a new code of ethics and a new code of conduct. Participants will learn about these new codes and how they impact expectations for teachers and other certified educators in the school system. You will leave this workshop knowing the crucial difference between the code of ethics and the code of conduct and how each of them affects educators in New Hampshire.

B-09 Recognizing and Responding to Suicide Risk as School Staff, Part II of II (All)

Ann Duckless, Community Educator

School personnel are well-positioned to notice changes in students and youth, including behavior changes, new attitudes, academic performance changes or social interactions which may signal symptoms of depression, substance misuse and/or other risk factors that may lead to suicide. *Connect* is a unique community-based prevention and intervention training. It is designed to help school communities become more competent at promoting suicide prevention, recognizing individuals at risk, and responding to individuals who are thinking about or have attempted suicide. The *Connect* training for school personnel and educators includes a review of National Best Practice protocols for schools and sample policies and procedures to guide a school's response to a suicide incident. The training incorporates interactive case scenarios based on possible school situations and discussion on how to integrate key community service providers to develop an effective and comprehensive response. **This is a two-part class; also sign up for A-09.**

B-11 New Hampshire is Developing New Social Studies Standards! (K-12)

Ashley Frame, NH Department of Education

Did you know that New Hampshire is revising the NH Curriculum Frameworks for Social Studies? Come and learn how the NH Department of Education is facilitating the work, how the standards are being revised, and how they will be communicated. The workshop focuses on the process for developing the standards. The standards are not yet drafted and will *not* be distributed in this course. This is an excellent workshop for administrators and curriculum coordinators, as well as teacher team leaders; however, all are invited!

B-12 Understanding and Advocating for Strength-Based IEPs (PK-12, Paras)

Jessica Gordon, Regional Manager, Understood.org

Are you interested in making the IEP process more positive, and learning how to encourage student self-advocacy and engagement in their learning? Join the National Center for Learning Disabilities (NCLD) and Understood.org for an interactive workshop on ways to incorporate a child's strengths into the IEP process. We will discuss ways to address students' strengths before, during, and after the IEP meeting, and share examples of schools and districts that are leading the field in these efforts. Finally, we will work together to examine IEP goals and consider ways to make sure those goals use strengths to help a child's growth.

B-13 Developing Your School or District's Portrait of a Graduate, Part II of III (All, Teams)

Valerie Greenhill, President and Co-Founder of EdLeader21, a network of Battelle for Kids

Does your school or district have a Portrait of a Graduate? Learn why it should and how to engage your community in its development. In this workshop, participants will learn how to develop a PoG. Participants will learn from the examples in districts across the country and will leave with a free implementation guide and action steps, allowing them to bring the PoG work back to their education systems. **NOTE: We recommend that schools or districts send representative teams of 4-8 people to this workshop. THIS IS A THREE-PART CLASS. You must also sign up for A-11 and C-09!**

B-14 Insight Out: Mindfulness and Emotional Literacy, Part I of II (6-12)

Lee Guerette, Director of Cognitive Yoga

Based on the tradition of mindfulness, blended with modern social-emotional learning, educators will be given a kid-friendly model for emotional literacy. Claude Steiner said, "Emotional literacy is made up of the ability

to understand your emotions, the ability to listen to others and empathize with their emotions, and the ability to express emotions productively." In this workshop, you will try out several practices and exercises to use with your students to improve collaboration and behavior management. Incorporating these new methods into your classroom could potentially have a big impact on your understanding of students and on the behaviors you solicit. **This is a two-part class; also sign up for C-10.**



B-15 Film & Discussion: *She Started It* – Women Empower Themselves as Tech Entrepreneurs (6-12)

Lorri Hayes, UniServ Director, NEA-New Hampshire

Launched in 2013, *She Started It* is a feature length documentary film on women tech entrepreneurs, shot on location in Silicon Valley, NYC, Europe, Vietnam, Mississippi & more, that aims to highlight successful role models for young women. It is the first film to show the behind the scenes of running a tech start-up as a young woman. Following five women over two years as they pitch VCs, build teams, bring products to market, fail and start again, *She Started It* takes viewers on a global roller coaster ride...Along the way, it weaves in big-picture perspectives from women like investor Joanne Wilson; White House CTO Megan Smith; GoldieBlox CEO Debbie Sterling; and Ruchi Sanghvi, the first female engineer at Facebook. Through intimate, action-driven storytelling, *She Started It* explores the cultural roots of female underrepresentation in entrepreneurship – including the pervasive self-doubt, fear of failure, and risk aversion among young women. It exposes the struggles women face as they become entrepreneurs, including lack of female role models and investors, and a persistent dearth of funding made available to women-led companies.

THERE IS NO FORCE
MORE
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DETERMINED
TO
RISE

B-16 School Emergency Readiness:

A Community Approach (All)

Scott Lambertson, NH Homeland Security &

Sean Heichlinger, School Readiness Program Supervisor

It is so important to have your community involved in the development of a school's all hazard focused emergency operations plan. We will discuss how the School Emergency Readiness Program supports SAUs and schools. We will also examine training opportunities that we provide to schools. If you are wondering how to make your school safer and ready for any emergency, this class is for you! All are welcome. **This is a repeat of A-15.**

B-17 Putting the Student First – Para and Teacher IEP Collaboration

Cynthia Lucero, Professor, NHTI-Concord's Comm. College

A quality IEP meeting and subsequent special education services for a student depend upon great teacher and para collaboration. Come learn effective ways for teachers and paras to communicate and collaborate as an IEP team to benefit students. You will learn to support each other for IEP meetings and instruction, as well as how to diffuse difficult situations before they escalate. You will leave with concrete strategies for helping the para/teacher collaboration go well for the benefit of students.

B-18 Save a Life! Learn How to Use CPR and AED, Part II of II (All)

Sean Madden, CPR Mgr., McGregor Memorial Ambulance

This is the second half of a CPR and AED training class. See workshop A-18 for full description. You will obtain an American Heart Association certification, valid two years, to ensure you can save a life! **THIS IS A TWO-PART CLASS; YOU MUST SIGN UP FOR A-18!**

B-19 Teaching to Your Strengths: It's all About Your Brain (All)

Stephen Maguire, Teacher, Author, Professional Speaker, Dad

Do you ever wonder the following questions...Why is organization such a struggle for me? Why don't I 'put myself out there' more to people? How did I become so attention-to-detail orientated? This workshop is for you! We will take a brief, simple, personality/learning style cognitive assessment and then we will debrief that entire experience to see how you can use the information to make you a much stronger educator (or para or dad or...). Knowing your strengths and how to tap them will be a game changer in your career!

B-20 Teaching Students with Autism (K-12)

Maxine Mosley, School Counselor and NEA-NH Board

This workshop is an introduction to teaching students with autism. Participants will explore a synthesis of the recent findings and information regarding working with students with autism. This presentation provides links to supplemental resources. We will share a variety of strategies to support students who present with the characteristics seen across the wide spectrum of autism. This class is also appropriate for anyone in the schools or a parent struggling to understand their own child.

B-21 Mental Health First Aid – Youth Training, Part II of III (All)

Merrimack County Juvenile Service

****PLEASE NOTE THAT THIS TRAINING STARTS
AT 8:00 AM and ENDS AT 5:00 PM!**

We continue to hear from members that mental health issues and trauma-affected students are on the rise. This Mental Health First Aid – Youth Training curriculum prepares teachers, guidance counselors, and school staff to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Designed for those who regularly interact with young people, the course covers topics including anxiety, depression, psychosis, substance use disorders, and other disorders, like disruptive behavior disorders (including ADHD) and eating disorders. In addition to discussing these mental health challenges, the 8-hour course will review typical adolescent development and will teach a 5-step action plan for how to help youth in crisis and non-crisis situations. **(This class has a minimum of 15. Consider bringing a team!) Also choose A-22 and C-19.**



Film & Discussion

B-22 Social-Emotional Learning Using the Film Milton's Secret, Part II of II (6-12)

Marie Portner, Rietouch Massage Mindfulness & Motion

Participants will view the movie *Milton's Secret*, starring Donald Sutherland, about a boy who learns to cope with a class bully with the help of his grandfather. We will introduce the Social Emotional Learning curriculum for students in grades 6-12. [See full description in A-23.] Engaging discussions will inspire educators to deepen their understanding of how to foster a caring culture in their classrooms and protect students from bullying experiences and behaviors. **This is a two-part class. You must sign up for A-23 (or you'll miss half the movie)!**

B-23 The Independent Classroom (K-12)

Rachael Ramsey, Teacher, Bedford School District

The strategies shared in this interactive workshop can help educators teach students to manage their time, space, and long-term projects, and help students become more self-sufficient. Participants will also have time to think about how to implement some of the strategies and techniques into their environment as soon as they return to school. From this workshop, educators will leave with specific strategies to help rethink how they help their students become more reliable, more organized, and ultimately, more independent. You may also like A-25, Executive Function 101, a helpful precursor to this class.

B-24 GLSEN: Trans 101 Training (All)

Erin Reinhard, GLSEN Certified Trainer & Cameron Ouelette, GLSEN Certified Trainer

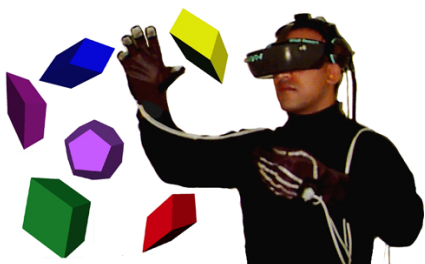
This workshop will provide participants with an overview of GLSEN (formerly, the Gay, Lesbian & Straight Education Network) and the training and support we provide. We will explore statistics regarding LGBTQ (lesbian, gay, bisexual, transgender, or questioning) students, with a focus on transgender and gender non-conforming, and their experiences in schools. We will provide an overview of strategies and resources for creating more gender expansive / inclusive school environments. This workshop will help you create a welcoming, stigma-free classroom; start today!



B-25 Augmented Reality and Virtual Reality Apps and Tools (PK-8)

Jill Schock, Educational Technology Specialist/Teacher

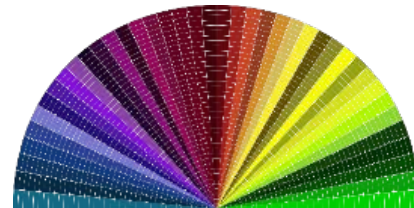
This workshop will be both a demonstration and hands-on experience. Participants will have an opportunity to explore several Augmented Reality (AR) and Virtual Reality (VR) tools that could be used in their classrooms. The following apps could be downloaded on a smart phone or tablet to enhance your experience, however, it is not necessary. Most are found in both the Play Store (Android) and App Store (IOS): Quiver, Chromeville, Zooka, Alphabet AR flashcards, and AR3D Science.



B-26 Professional Growth Continuum for Education Support Professionals (ESPs), Part I of II

Sharry Sparks, NEA-NH's NEA Representative

Education Support Professionals (ESPs) play a key role in ensuring student success, and their positive impact can be enhanced when there are clear expectations, when they are valued, and when they have opportunities for career growth. ESPs include many different job categories that support the school system, including paraprofessionals, front office admins, food service workers, library assistants, nursing assistants, facilities maintenance staff, bus drivers, special education assistants, and many more. To help our ESPs reach their professional potential, NEA developed the ESP Professional Growth Continuum (PGC) through participatory action research and with the active involvement of ESPs and other stakeholders. The PGC provides clear pathways for professional learning and growth throughout the *many* careers of ESPs. This workshop will introduce the Growth Continuum and explore how NEA-NH and ESPs in New Hampshire use this to support their professional growth. **This is a two-part workshop. Please also sign up for C-25.**



B-27 Curriculum That Includes Play and Developmentally-Appropriate Practice (PK-2)

Megg Thompson, Certified Behavioral Consultant

Play is self-selected and self-directed and only continues when it is fun! How can play guide our curriculum along with developmentally appropriate practice? We will look at play, multiple intelligences, learning styles and modalities, movement, the 8 senses, and the 6 C's to inform and build an inclusive curriculum in our classrooms. We will also dive into what themes should be year-long and what pieces need to be in every early childhood classroom.

"To develop professionally: Adopt a beginner's mindset, stay teachable, seek feedback, teach others, embrace teamwork." ~Dan McCabe

B-28 American Racism and Nazi Racial Policy (9-12)

Tom White, Cohen Center for Holocaust and Genocide Studies

This workshop explores American racism and racist thought, action and legislation. It is chilling to realize that the opening session of the June 1934 meetings in Nazi Germany that would eventually codify the 1935 Nuremberg Laws began with the question, "How did the Americans do it?" Although the Nazis would decide that Jim Crow was too extreme for them, the Nazis did tap into American legal traditions and the racist laws dealing with immigration, naturalization, and citizenship as legal precedence. There was a direct link between the U.S. marriage laws, which were part of the criminal code, and the development of the Nazi Blood Law of Nuremberg. As we explore Nazi lawyers researching American legal practice, we encounter how racism worked in the United States and how we must confront it, especially today.

B-29 Implementing Yoga & Mindfulness Techniques in the Classroom (PK-5)

Christina Wild, Kindergarten Teacher

Have you been trained in some classroom management techniques but felt that you needed to do more? Do you feel that you and your students are stressed and need a "brain break"? Do you have students with poor posture, slumping in their seat? This workshop is for educators who are interested in utilizing the benefits of yoga and/or mindfulness in their classroom. Join a Kindergarten teacher and certified personal trainer in an exploration of yoga and mindfulness exercises in the classroom. We will look at the current research around mindfulness and yoga in educational settings and learn helpful yoga poses. Dress in loose clothing and be ready to move around.

B-30 Self-Regulated Strategy Development for Writing (3-5)

Heidi Zollman, Curriculum, Instruction, and Assessment Coach & Dr. Erin Mahoney, Principal, NLS, Rochester, NH
Make writing your students' favorite activity of the day with evidence-based practices, particularly those from the Self-Regulated Strategy Development model. These practices include formative assessment, modeling, goal setting and graphic organizers, as well as how to cultivate the kind of self-regulation that expert writers possess. This approach will strengthen your existing writing instruction. It is not a separate program. State/district assessment data and pre to post student-writing samples show significant gains made with these practices.

B-31 NEA Teacher Leadership Competencies (PK-12)

*Peter Miller, NEA-NH Uniserv Director,
Nick Zeras, Teacher & Debby Gove, Teacher*

Would you like to be a more effective leader in your school and in your local association? "Leadership by [educators] is no longer optional. [The need for] teacher retention, school culture, school improvement, the crafting of sound educational policy, and productive and innovative...associations has been demonstrated by both research and practice." Come explore a set of overarching educator leadership competencies, developed by the Center for Teaching Quality, the National Board for Professional Teaching Standards, and the National Education Association. The competencies include specific knowledge and skills that address excellent instruction, policy, and association leadership. Developing strength in these areas will make you a more effective leader.

"If you want to be a master teacher,
you have to be a master learner."
~George Couros

"C" Session Workshop Descriptions 1:45 – 3:15

C-01 Helping Students with Disabilities Transition to College (9-12)

Colleen Bolton, SNHU Campus Accessibility Center & Ashley Liadis, Asst Dir and Academic Support Coord, SNHU
Students transitioning to college require skills ranging from handling large amounts of information to needing well-honed study skills to managing time autonomously. This can be particularly challenging for students with disabilities as they learn to independently navigate new support systems. We will provide information regarding college-level study skills assistance, accommodations and implementing them, and typical areas of difficulty. Learn how you can support students by building their skills and confidence before they arrive on campus.

C-02 Proactive, Positive Family Engagement Strategies for Elementary School Educators (PK-5)

Liz Canada, Dir Community Engagement, Reaching Higher
It's October, and you want to build positive relationships with your students' families – but how do you get started? Maybe you've tried some techniques at the beginning of the year, but you're wondering what else to do as the school year progresses. In this workshop, we will talk about tangible outreach strategies that are personalized for each student and family, as well as positive, and proactive. We will discuss ways to infuse this work into your school's culture and schedule – and why this work matters.



C-03 Tapping into Maple Tradition (K-12)

Debbi Cox, State Coordinator &

Bruce Treat, NH Maple Producers

New Hampshire's maple tradition is woven into the fabric of our state, but if you dig into the sugaring process just a bit, you will discover a host of core academic concepts such as botany, chemistry, math, engineering, history, economics, literature and more. Come explore our detailed curriculum highlighting these educational areas with a video, a poster, lessons and hands-on activities that bring the learning process to life. Also, find out about the Tucker Mountain Challenge, a competition for the best classroom-produced maple syrup!



C-04 24/7: How Connectedness to Technology Can Contribute to Anxiety and Depression (All)

Ann Duckless, Community Educator

The presenter will open a dialogue with participants about the role that connectedness to technology – e.g. mobile-based and social media – plays in human development of all ages. We will talk about its effects on communication and relationships with self and others; and how technology-connection can relate to signs and symptoms of anxiety and depression, as well as other neurological changes. As a Call to Action, this workshop offers an opportunity for participants to familiarize themselves with an informative and thought-provoking, research-based presentation, replete with resources and critical thinking for all.

C-05 Literacy Workstations for Independent Literacy Learning (K-2)

Liz Duclos, First Grade Teacher/Board Member, NH Early Childhood Education and Elementary Education

Have you been teaching guided reading in your classroom but struggle to manage what the other children are doing while you're teaching? Literacy workstations are a great solution. They allow students to practice skills and concepts in reading, spelling, writing, and other key literacy components. This workshop will provide you with an outline for effective literacy workstations, ways to manage these workstations in your classroom, as well as a "make and take" component for you to create some stations of your own to begin using immediately in your classroom. Elizabeth Duclos has been teaching for 11 years and uses independent literacy workstations in her classroom every day.



C-06 Incorporating STEM into Your Classroom (PK-2)

Megg Thompson, Certified Behavioral Consultant

This workshop goes further than introducing science, technology, engineering and math (STEM) activities to your students. There is a lot to remember when teaching young children, such as the idea of play, temperament, how each child learns differently and has different interests. Bringing STEM into your classroom can be so successful when these ideas are thought of and strengthened! STEM activities will also be on hand to experience and dive into! Take ideas back to your class!

C-07 The First Years of Teaching: Tools and Wisdom from Veteran Teachers (PK-5)

Sarah Galligher, PD Specialist, Demonstrated Success

Almost 50% of teachers leave the profession by their 5th year. Holding onto talented educators is essential to the strength of our education system. In "The First Years of Teaching: Tools and Wisdom from Veteran Teachers," participants will have the opportunity to work with other teachers in a similar phase of teaching. This workshop allows for collaboration and self-reflection. Participants will learn "words of wisdom," essential strategies, and successful tools to continue growth and become effective educators. The first years are challenging. Come and share what is working and learn from others about how to turn your first years into the best years. This class is appropriate for new teachers and veteran teachers!



7 out of 10 people say that professional development opportunities affect their decision to **stay at a company.**

C-08 Navigating ADHD: Meet Understood.org, Your New Resource (PK-12, Paras)

Jessica Gordon, Regional Director, Understood.org

Attention-Deficit Hyperactivity Disorder (ADHD) can be confusing and difficult to manage. In this workshop, Understood.org and the National Center for Learning Disabilities collaborated with the aim of helping teachers and paras support students through self-advocacy skills and behavior identification. The goal is to create a more cohesive, supportive learning environment for everyone. Information about resources for students and parents will be provided, and we will discuss accommodations, modifications and discipline issues.

C-09 Developing Your School or District's Portrait of a Graduate, Part III of III (All, Teams)

Does your school or district have a Portrait of a Graduate? Learn why it should and how to engage your community in its development. In this workshop, participants will learn how to develop a PoG. Participants will learn from the examples in districts across the country and will leave with a free implementation guide and action steps, allowing them to bring the PoG work back to their education systems. **NOTE: We recommend that schools or districts send representative teams of 4-8 people to this workshop. THIS IS A THREE-PART CLASS. You must also sign up for A-11 and B-13!**

C-10 Insight Out: Mindfulness and Emotional Literacy, Part II of II (6-12)

Lee Guerette, Director of Cognitive Yoga

Based on the tradition of mindfulness, blended with modern social-emotional learning, educators will be given a kid-friendly model for emotional literacy. Claude Steiner said, "Emotional literacy is made up of the ability to understand your emotions, the ability to listen to others and empathize with their emotions, and the ability to express emotions productively." In this workshop, you will try out several practices and exercises to use with your students to improve collaboration and behavior management. Incorporating these new methods into your classroom could potentially have a big impact on your understanding of students and on the behaviors you solicit. **This is a two-part workshop; also choose B-14.**

C-11 Retirement Planning Seminar (All) **1:45-3:45**

*Jeff Kantorowski, Anne Murray, Jeff Parsons, & Mike Reilly,
NEA Member Benefits partners*

We all hope for a well-deserved retirement with financial security. NEA-NH and NEA Member Benefits have teamed up for the last few years to present seminars that help you plan and prepare for the future. A well-planned retirement can result in fiscal security, but there are many factors to consider. Come and learn how to take full advantage of the resources available to you. [We apologize that this workshop is *not* for our college or university association members, as your retirement system is quite different than what our member majority has.] **PLEASE NOTE THAT THIS WORKSHOP IS A TWO-HOUR SEMINAR AND WILL END AT 3:45!**

68% of workers say training and development
is the most important work policy.



C-12 No Time to Lose...It's Time to Teach! (PK-12)

Teresa Katuska, Teacher Trainer

Educators lose 5-9 hours each week of instructional time to low level disruptions. Neither teachers nor their students can afford to lose the time, but it can be reclaimed! In this workshop you will learn scientifically-researched behavior management strategies, rooted in the belief that every child can learn and wants to learn. By using these techniques, you will be able to avoid getting caught up in challenging behavior that takes time from planned activities and negatively impacts student outcomes. The students will be happier, you will be less stressed, and your administrators will want to clone you!

C-13 Motivating Millennials (K-12, Paras)

Ed Kissell, Teacher

This workshop is designed to meet the challenges of understanding and effectively teaching millennials. We will be using a number of strategies including flip teaching, gamification, project learning, goals setting and so much more. Local association leaders may also be interested in this workshop, to gain ideas on how to reach out to younger employees and encourage their active membership. This is one workshop everyone should attend, since reaching the audience is the most important part of our teaching!



C-14 Fun, Innovative Projects that Help Students Commit to Science and the Environment (6-12)

*Mary Kuechenmeister, Story Preservation Initiative &
Jill Kubit, Executive Director, Dear Tomorrow*

Story Preservation, together with the environmental non-profit Dear Tomorrow, will discuss with teachers ways to incorporate meaningful, real-world, relevant projects into their classroom. The SPI / Dear Tomorrow project, which combines primary source material with engaging, hands-on projects, focuses on climate change. The project has captivated students across the nation. ELA and NGSS-aligned, SPI / Dear Tomorrow offer teachers a way to involve their students in science-related research, hone their writing skills, and understand the importance of being a committed "citizen of the world." Laptops are not required, but are suggested. For additional information, go to: <https://spark.adobe.com/page/LJFNJoEdFC0xM/>.

C-16 First Aid Certification (All)

Sean Madden, CPR Mgr., McGregor Memorial Ambulance

This workshop is not intended to create “experts” but rather to provide caregivers with a comfort level to provide life-saving and stabilizing interventions while awaiting the arrival of Emergency Medical Services. Topics discussed will include the basics of first aid, rescue breathing, medical emergencies, injury emergencies, and environmental emergencies. This class can be taken alone or with the CPR workshop offered in A-18 and B-18. You will receive an American Heart Association certification card, valid for two years.



C-17 Bringing the World of Birds and Ornithology into EVERY Classroom (K-12)

Stephen Maguire, Teacher, Author, Professional Speaker, Dad
Steve is one of only three public school teachers in the United States that teaches a full 16-week semester course in Ornithology. Come and join him as you learn how he has created the program, what it looks like, and how you can add the world of birds to ANY classroom at ANY grade level. This is not only a science presentation – anyone will benefit from ways to integrate the outside world and an outdoor classroom experience!

C-18 Addressing Behavioral Challenges (ABC) (All)

Maxine Mosley, School Counselor and NEA-NH Board

There is no more pressing issue for educators, in EVERY job category, than what to do about the challenging behaviors we see in our students, preschool through secondary education, and beyond! The stress that is created from challenging behaviors can lead to numerous outcomes for us as adults that are concerning but also manageable. We need to teach our students the building blocks of self-management and create opportunities for them to practice these skills in our school settings. This workshop focuses on the social-emotional learning of our students and how we, as educators, can assist students in building self-management and resiliency. This NEA-developed workshop will assist you in working with students with behavioral challenges.

C-19 Mental Health First Aid – Youth Training, Part III of III (All)

Merrimack County Juvenile Service

****THIS TRAINING IS 8 AM to 5 PM!**

This training curriculum prepares teachers, guidance counselors, and school staff to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. See A-22 for description. **Also choose A-22 and B-21!**

C-20 Creating a Caring Culture in Your Classroom (PK-8)

Marie Portner, Rietouch Massage Mindfulness & Motion

In this time of high-stakes assessments and pressure to cover more content in the classroom, we need a school culture which allows us to take a moment to decompress. Showing compassion from teacher-to-student or student-to-student opens a whole new world of possibilities for effective communication with and among students. Learn a method of connecting the heart-brain and head-brain, called heart-mind coherence, to gain awareness of the power that thoughts and emotions have over the way we respond to daily situations. Transform your classroom!



Film & Discussion

C-21 Film and Discussion: *Backpack Full of Cash and the Ills of Privatizing Education* (All)

Brendon Browne, Dir. of Government Relations, NEA-NH
Narrated by Matt Damon, this powerful feature-length documentary explores the growing privatization of public schools and the resulting impact on America’s most vulnerable children. Filmed in Philadelphia, New Orleans, Nashville and other cities, *Backpack Full of Cash* takes viewers through the tumultuous 2013-2014 school year, exposing the world of corporate-driven education “reform” where public education – starved of resources – hangs in the balance. In many places, public education is at a tipping point. Leaders in Washington are calling for a massive increase in funds to expand privately-run charter schools and vouchers. Now is the time to join the movement to stop privatization and strengthen public schools. Come see the film and then stay after the workshop ends for a discussion about how you can help support public education in New Hampshire.

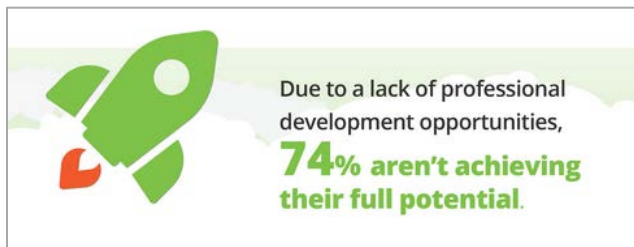
C-22 New Hampshire’s Opioid Crisis (All)

Annika Stanley-Smith, Substance Misuse/Prevention Spec.
New Hampshire is in the midst of an addiction crisis. Our state consistently ranks within the top ten worst states for youth substance use. Hundreds of people are dying from overdose deaths every year and yet we hear about recovery centers or treatment facility closings at the same time. This can leave many of us wondering how this addiction crisis happened and what we can do to stop it. Learn, from a certified prevention specialist, what causes addiction and how there are hundreds of people and programs in New Hampshire that are working to turn back the tide of addiction and prevent it from ever happening again.

C-23 Reading Our Students for Life After High School: NH's College and Career Readiness (K-12)

Jessica Rodriguez Boudreau, NH Alliance for College and Career Readiness & Yulya Spantchak, NH Charitable Found.

How do we measure how well-prepared today's Granite State students are to succeed after high school? How can practitioners use college and career readiness data to guide practices in the school building? In this workshop, participants will learn just how college and career ready NH students are, and participants will engage in critical conversations around these findings and the applicability to practice. Join a discussion on what it will take to prepare students for tomorrow's needs and track success.



C-24 NH Harvest of the Month (PK-5)

Stacey Purslow, NH Farm to School Program Coordinator

Attendees will become familiar with the NH Harvest of the Month program. We will navigate the website to get an understanding of available materials and practice several applicable classroom activities, including games, investigations, and recipe preparation. Participants will learn how the activities connect to curriculum. Also: one classroom cooking kit will be raffled!

C-25 Professional Growth Continuum for Education Support Professionals (ESPs), II of II

Sharry Sparks, ESP & NEA-NH's NEA Representative

Education Support Professionals (ESPs) play a key role in ensuring student success, and their positive impact can be enhanced when there are clear expectations, when they are valued, and when they have opportunities for career growth. ESPs include many different job categories that support the school system, including paraprofessionals, front office admins, food service workers, library assistants, nursing assistants, facilities maintenance staff, bus drivers, special education assistants, and many more. This workshop will introduce the Growth Continuum and explore how NEA-NH and ESPs in New Hampshire use this to support their professional growth. [See B-26 for full description of this course.] **This is a two-part workshop. Please also sign up for B-26.**

C-26 Vaping Unveiled: What Everyone Needs to Know (6-12)

Allysa Thompson, Director of Programs, Breathe NH

This presentation provides educators and other school staff the opportunity to learn more about the impact of vaping, Juuling and nicotine addiction, including the latest trends in NH. The workshop will cover reasons why e-cigarette usage among youth/teens and nicotine addiction are such a concern to the public health community. We will also examine the popular products appealing to youth and teens.



Image from washingtonparent.com; no infringement of copyright intended.

C-27 The Art, Science and Practice of Well-Being: Right Tools and Powerful Practices (All)

Eric Owen Russell, Well-Being Core Practices Master Coach

Well-being is not an accident. It is an intentional and purposeful outcome that anyone can achieve. Well-being is an art that scientists, researchers, the mental health community, wisdom traditions and other observers have studied. They have successfully distilled the foundational "keys" that inform the practices and habits of people who have extraordinary well-being. This interactive workshop presents CORE Practices that are essential to personal well-being. In addition to learning what hinders well-being, everyone will develop a personalized action plan to implement the CORE well-being practices in their lives.

C-28 American Racism and Nazi Racial Policy (9-12)

Tom White, Coord. Educational Outreach, The Cohen Center

Explore American racism and racist thought, action and legislation. It is chilling to realize that the opening session of the June 1934 meetings in Nazi Germany that would eventually codify the 1935 Nuremberg Laws began with the question, "How did the Americans do it?" Although the Nazis would decide that Jim Crow was too extreme for them, the Nazis did tap into American legal traditions and racist laws dealing with immigration, naturalization, and citizenship as legal precedence. There was a direct link between U.S. marriage laws, which were part of the criminal code, and the development of the Nazi Blood Law of Nuremberg. In our studies, we will encounter racism in the United States and how we must confront it, especially today. **This is a repeat of B-28.**



C-29 How to Differentiate Mathematics

Instruction in an Elementary Classroom (K-2)

Christina Wild, Kindergarten Teacher

This workshop will address various ways to meet the diverse learning needs in a K-2 mathematics classroom. We will go over and explore different games, strategies, activities & techniques for enrichment and remediation. You will leave with activities to use on Monday morning to influence your students to learn and love math!

C-30 New Takes on Evidence-Based Reading Comprehension Instruction (1-8)

Heidi Zollman, Curriculum, Instruction, & Assessment

Learn evidence-based practices that can turbo charge your students' reading comprehension. Research is now coming out on how students can internalize explicit, step-by-step strategies they can use in self-directed ways anytime they read, but particularly when preparing to write to sources. Solid research validates the components overviewed, including: goal setting, text structure, formative assessment, coordinating multiple strategy use, modeling, graphic organizers, and general emphasis on metacognition, as well as how to cultivate the self-regulation.



C-31 What to Do When YOU Don't Know the Answer: "Catch and Release" for Teacher Shame (PK-12)

Sandra Stonebanks, Life Coach

Teachers have the mistaken notion that they should have "All the Answers." We put this pressure on each other, and we accept it willingly. But what about...real life? We will explore in this workshop how the feelings of inadequacy, vulnerability, and shame surface because of not knowing. Whether you don't know the answer to a student's question, or the best way to deal with a challenging co-worker, or the right approach to reach that unreachable kid, it can be overwhelming to admit you need help and resources. Through stories, teachers will have the opportunity to hear how owning these feelings have altered this notion of shame in a profound way. Being able to "catch and release" the emotions as they arise has changed them personally and as teachers. Come to a supportive, honest discussion; bring your questions.

Graphic statistics on pd from Elizabeth Mazenko, Betterbuys.com.

To register, go to www.neanh.org and click on the 2018 Fall Instructional Conference link; or complete and mail this form.

2018 NEA-NH Fall Instructional Conference
REGISTRATION FORM
Registrations must be postmarked by September 23, 2018!

Name: _____

Mailing Address: _____
(Street, City, State, Zip)

Email: _____
(Please provide your current email address.)

School Phone: _____ Home Phone: _____

Write out your Local Association: _____
(Example: Merrimack Valley SSAC)

School Name: _____
(Example: Loudon Elementary School)

Position: _____
(First Grade Teacher)

"A" Session _____
First Choice (Ex: A-01) Second Choice

"B" Session _____
First Choice Second Choice

"C" Session _____
First Choice Second Choice

Do you have dietary allergies or restrictions that PREVENT you from being able to find food to eat at these types of events? If so, please list them here. _____

Payment: Member \$65.00 Non-member \$160.00 NEA Student Members: Free

Make checks or purchase orders payable to: **NEA-NH**

Mail completed form and payment or purchase order to:

NEA-NH Fall Instructional Conference
Attn: Ally Snyder
9 South Spring Street
Concord, NH 03301

Questions? Email Ally at asnyder@nhnea.org or call: (603) 224-7751 x316.