Registration is now open for the 2018 conference and sessions are filling up quickly!

Sign up now for the best choice of sessions.

Take advantage of this opportunity to learn from nationally recognized experts without the expense of out-of-state travel! Join us at the Dena'ina Center in Anchorage on January 26-28.

- Michael Horn and Heather Staker, the authors of *Blended*, will provide the *Why* and *How* of using blended learning to improve personalization and build a more student-centered school. They will provide inspiration and practical implementation guidance for educators seeking to incorporate online learning with traditional classroom time.
- Doug Fisher and Dr. Anita Archer will focus on using explicit instruction and lessons from *Visible Learning for Literacy* (Fisher, Frey and Hattie).
- Math and RTI experts Dr. Doug Clements and Dr. Karen Karp will explore the latest research in the building blocks of early mathematics and how to support struggling students in Math.
- Using Hattie's *Visible Learning* research as a base, Dr. Peter DeWitt and Dominique Smith will explore the most impactful strategies for teachers and school leaders to improve school climate and teacher-student relationships.
- Dr. Chris Blodgett will discuss how to move from ACES to action — what trauma-informed practice really looks like in the classroom, based on his work in Washington State and Alaska, and how to make progress in schools and communities with limited resources.
- Jenni Donohoo will investigate the research behind collective teacher efficacy, Hattie's number one factor that influences student achievement, and how to foster collective efficacy in your school and district
- Dr. Margaret Heritage will discuss how to build skills with formative assessment to personalize and support all student's learning.

- Consider strategies for “Better Conversations” with Tricia McKale Skyles - schools are only as good as the conversations within them, so learn how to adopt the habits essential to transforming the quality of our dialogues. Skyes will also explore how video can completely change the way the we "do” professional learning and improve our teaching methods.

More Information and Registration for Effective Instruction Conference

Post Conference - Enhanced Learning Maps

Enhanced Learning Maps

Post Conference for Teachers of ELA and Math to Students in Grades 2-8

Monday, January 29 and Tuesday, January 30

Dena'ina Center, Anchorage

Scholarship Opportunity for Teachers from Focus and Priority Schools

There Are Many Paths to Student Understanding...

Different start and end points

Different routes

Different gaps along the way

How do you figure out where students are?

How do you move them forward?

Enhanced Learning Maps Can Help

The learning map model displays alternate pathways students may take to learn content-specific concepts and skills. In short, a learning map model is a graphical representation of learning targets and the connections among them.

The purpose of the learning map model is to organize and inform instruction for classroom teachers. ELM makes clear the prerequisite knowledge that is necessary for complete understanding of a given topic, which helps teachers easily identify how they can adjust instruction to help students fill knowledge gaps and achieve their learning goals. Additionally, it provides a structure, based on cognitive and educational research, for researchers and teachers to attach and organize classroom resources.

ELM researchers created mini maps, or small, standards-based collections of concepts and skills that have been hand-selected by teachers and researchers as a way of entering the learning map model quickly and efficiently for second through eighth grade teachers.

Teachers Say...

"ELM's learning map helps me decide where to start with teaching a new concept by giving me a clear picture of where students are, where we need to go, and how to get there"

"The learning map model illustrates how there are multiple right ways of teaching a concept, and there are multiple pathways to the same knowledge. It could really help an instructor differentiate their teaching."

Who Should Attend the ELM Training ?

This training is appropriate for teachers, and administrators and content coaches who work with teachers to help them personalize their instruction.

Teachers of English Language Arts and/or mathematics to students in grades 2-8 can apply to become part of the ELM research cohort.

The Benefits of Participating in the Research Cohort include:

- **Early access to all ELM maps and resources for classroom use**
- **Up to two university credits at no cost**
- **Attend the two-day ELM Conference at no cost (travel stipends available)**
- **Presentations from Karen Karp and Margaret Heritage**
- **Networking with a community of practice with other teachers across Alaska implementing the Enhanced Learning Maps.**

Obligations of Teachers who Participate in the ELM Research are:

- Explore ELM resources in our digital library,
- Read and consider notes and activities for planning instructional units,
- Implement ELM instructional units and student activities in classroom instruction,
- Provide relevant feedback to ELM about use of the maps and instructional materials,
- Participate in the ELM project evaluation by completing a post-training survey and end-of-year survey

Apply early to ensure your spot in this training!

Teachers from Focus and Priority Schools will receive first registration priority and travel and credit class scholarships.

MORE INFORMATION AND REGISTRATION FOR ENHANCED LEARNING MAPS

Lower Kuskokwim School District is a partner in this conference and will send up to 30 teachers. LKSD teachers: Please contact Andrea Engbretsen, Director of Elementary Education for more information on how to attend.

Enhanced Learning Maps Project Goal: To improve teachers' ability to use effective formative assessment tools and practices to provide personalized instruction resulting in greater student achievement.

The Enhanced Learning Map (ELM) model was developed by teams of researchers at University of Kansas through an extensive review and synthesis of research.

This event is supported with the assistance of Supporting Effective Instruction, Title II, Part A federal funds from the Alaska Department of Education & Early Development. However, these contents do not necessarily represent the policy of the Department of Education & Early Development, nor endorsement by the Federal Government.

Best regards,

Kathy Blanc, Kelly Tonsmeire, Ceann Murphy

Alaska Staff Development Network