

**Virtual: Available live only**

**Virtual**



**Cornelius Minor**

**Closing Opportunity Gaps  
and Creating Accessible  
Curriculum for  
All Students**

*For K-12 Educators*

**3:30 p.m.-5 p.m.  
Thursday, Jan. 20, 2022**

Meeting the needs of ALL students is not just a priority. It's a passion. But turning this to ACTION means that we have to change some of the ways that we do things in the classroom and within the larger school community. This session will explore what it means to think about student needs in the context of how and what we teach, and it will grapple with the question; what does it mean to grow our understanding of students at a time when all of us already feel so overworked?

Cornelius Minor is a Brooklyn-based educator. He works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. His latest book, "We Got This," explores how the work of creating more equitable school spaces is embedded in our everyday choices — specifically in the choice to really listen to kids.



**Patty McGee**

**Alternatives to the  
Red Pen:**

**User-Friendly Ideas to Build  
Student Voice and Agency  
through Meaningful Feedback**

*For K-12 Educators*

**9 a.m.-11 a.m.,  
Thursday, Feb. 10, 2022**

Just the right kind of feedback can nurture perseverance, engagement, and ownership, thus creating passionate, invested writers. The time has come to reconsider how we give feedback to writers. Change our feedback and we change the writer. In this interactive seminar, educator Patty McGee will discuss how to balance grading and feedback and help writers reflect so they are better able to apply what they learned about content, craft, and style and become fearless and intentional writers—in any content area.

Patty McGee is passionate about all things literacy. Her latest book is "Writer's Workshop Made Simple: 7 Essentials for Every Classroom and Every Writer." Her first book, "Feedback that Moves Writers Forward: How to Escape Correcting Mode to Transform Student Writing," is a favorite of many teachers of writing.

**In Person at Furman**

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**Pamela Harris**

**Developing  
Mathematical  
Reasoning**

*For K-12 Educators*

**9 a.m.-12 p.m.,  
Thursday, Feb. 24, 2022**

Is math instruction all about getting students to have conceptual understanding so that they can better perform step by step procedures? Or is it about something else entirely? We can build increasingly sophisticated mathematical reasoners who solve problems using what sparks for them, not what they have rote-memorized. It's about reasoning, not answer getting. It's about positioning all students as mathematical sense makers. How? Come and see and experience mathematizing!

Pam Harris is a mom, a former high school math teacher, a university lecturer, an author, and she wants to change the way we view and teach mathematics. Real Math is thinking mathematically, not just mimicking what a teacher does. Pam helps teachers make this shift that supports students to learn real math.



**Towanda Harris**

**Creating Spaces that  
Invite Students  
"Whole" Selves into the  
Writing Experience**

*For High School Teachers*

**9 a.m.-12 p.m.,  
Tuesday, March 15, 2022**

In this session, participants will explore strategies to create inclusive spaces that include multiple perspectives and experiences. Dr. Gloria Ladson-Billings' work around the importance of literature being "windows, mirrors, and sliding glass doors" is a crucial part of students' engagement in the learning process. We will discuss ways to make authentic connections of literature to writing in ways that center your students' voices.

Dr. Harris will share strategies and tools that will help to ensure that the learner, not the resource, is driving the daily instruction by helping participants to 1) center student voices (classroom design that increases student engagement); 2) gradually release the responsibility of learning to strengthen their independent practice; 3) identify equitable strategies and practices that strengthen students' ownership of their learning.