

# Wednesday, October 22, 2008 Workshops

9:00 a.m. - 11:00 a.m.

## W-01 - Cracking the Reading Code with the BRAIN-IN-MIND - The 'Missing-Piece' to the Reading Puzzle

Katie Garner, *Marenem, Inc / The Juilliard School*

**Room:** Grand I

Discover the missing-piece of the 'reading puzzle' for cracking the secret reading codes of the alphabet and BEYOND! Practical classroom applications of the latest brain research showing just 'how our brains actually learn best' provides participants with a reading 'BAG-OF-TRICKS' for teaching smarter, not harder - including basic 'letter-sound' mastery in just '2 weeks to 2 months!' Research on Reading and Brain Plasticity will be presented, spotlighting the current roles of both early and struggling readers' emergence from that of simple 'text-technicians' able to 'read and write only that which is already familiar,' into highly-effective 'text-diagnosticians,' capable of analyzing, problem solving and manipulating critical patterns in text. Discover the secrets of the 'Reading-Brain', and see how easy it is to underscore existing reading and writing instruction with these brain-based strategies. Techniques that are guaranteed to become a staple of your teaching repertoire.

**Audience:** Administrators, Teachers and Paraprofessionals

**Grades:** Early Childhood and Elementary Education



9:00 a.m. - 11:00 a.m.

## W-02 - Escalating Reading Engagement Using High Quality Literature

Susannah Richards, *Eastern Connecticut State University*

**Room:** Grand II

Building educational experiences around student interest is an effective way to increase reading motivation. This session will highlight how different types of books can be used to grab student interest and provide a motivation to read for both pleasure and for information. The focus is on motivating readers, engaging the reader with a wide range of texts (reflecting multiple fiction and nonfiction genres and formats) and supporting comprehension. Criteria for book selection and suggestions for locating high interest, quality literature and ideas for increasing reading engagement will be addressed. The goal of the presentation is to create an environment that supports lifetime readers rather than school time readers.

**Audience:** Teachers, Paraprofessionals, Parents, Guardians and Parent Coordinators

**Grades:** All

9:00 a.m. - 11:00 a.m.

## W-03 - Meeting the Needs of Struggling Readers: Beyond Single Syllable Decoding

Susan S. Young, Ed.D., *Development Studies Center*

**Room:** Osterville A

Making sense of text may be the goal of reading. But how can struggling readers make sense of words they don't recognize? This session provides a research-based intervention framework that helps elementary, intermediate and middle school students learn the decoding information they missed. The session explores practices that support content area vocabulary, help develop fluency and ultimately, help students make sense of what they read. The session offers a solution that teaches students only what they need to know, moves them as fast as they can go and takes only 15 minutes a day.

**Audience:** Teachers, Paraprofessionals and Literacy Coaches

**Grades:** Elementary School and Middle School

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## W-04 - Children's Literature: A Resource to Motivate Reluctant and Struggling Readers

Kathleen Ryan, *Hellenic College*

Susan Getty, *Educational Consultant*

**Room:** Osterville B

This workshop will explore the importance of using children's literature as a way to motivate struggling and reluctant readers. The presenters will discuss the benefits of finding appropriate level books that children find interesting. Also highlighted is the critical factor: increased reading leads to improved reading ability. Finally, the presenters will offer suggestions of favorite titles of books for children.

**Audience:** Teachers and Paraprofessionals

**Grades:** Elementary School

9:00 a.m. - 11:00 a.m.

## W-05 - My Dear Aunt Sally Math Game System - Observations & Instructions

Richard Bonzagni, *Bedford Public Schools*

Paul Loscocco, *Bedford Public Schools*

**Room:** Centerville A

My Dear Aunt Sally is a progressive, instructional program that systematically improves integer 'head-math' speed and accuracy, pattern recognition skills and rudimentary problem solving abilities. More than 50 Title I students at Bedford's John Glenn Middle School have played MDAS Math in over 80 tutorial sessions throughout the past two years. This year MDAS Math use has begun in Burlington, Chelmsford and Acton in grades 5 - 7. Students view MDAS Math not as 'math' but a fun, competitive game. The audience will learn the game (as students) by playing. We will begin with how the game is introduced and progress through numerous challenge levels. Sample lessons will be given to provide out 'students' game winning strategies.

**Audience:** Teachers, Paraprofessionals, Parents and Guardians

**Grades:** Elementary School and Middle School

9:00 a.m. - 11:00 a.m.

## W-06 - Using Learning Standards to Design Effective Early Childhood Curriculum

Min-Hua Chen, *Massachusetts DOESE*

Vicki Milstein, *Brookline Public Schools*

Sandy Christison, *Boston Public Schools*

**Room:** Centerville B

Standards in early childhood programs can provide useful guidelines for curriculum planning. This session will describe MA standards and identify characteristics of effective implementation, including integrated curriculum planning and differentiated instruction. The audience will engage in hands-on experiences illustrating how standards can be useful in constructing meaningful curriculum experiences and will discuss ways of implementing the strategies in their own setting.

**Audience:** All

**Grades:** Early Childhood and Elementary School

9:00 a.m. - 11:00 a.m.

## W-07 - Family Involvement in Mathematics; Home, School, Community Connections

Joel Nitzberg, *Cambridge College*

**Room:** Orleans A/B

Mathematics for many seems to be esoteric and intimidating, and yet we use this content every day. The purpose of the session is to provide participants who work with families with an understanding of how to engage parents and other caregivers in understanding how the learning of mathematics can be enhanced each day and with limited cost. Family math night, learning in the supermarket and other ideas will be developed along with hands-on activities to show how to engage families so they can help their student.

**Audience:** All

**Grades:** Early Childhood and Elementary School

# Wednesday, October 22, 2008 Workshops

9:00 a.m. - 11:00 a.m.

## W-09 - Leading the Way to Literacy: The Key to Educational Achievement

Anne Cobb, *Recorded Books*

**Room:** Barnstable II

Move from trying to "keep up" with educational goals and directives to "leading the way" toward the optimum goal, creating lifelong learners. The transition from emergent literacy, "learning to read," to adolescent literacy, "reading to learn," is a critical one when considering issues from the achievement gap to drop-out rates to systemic disengagement with learning. How is literacy the path to lifelong learning? What does literacy look like in 2008? What does adolescent literacy leadership look like? What can literacy leaders do to promote, foster and support student achievement? A discussion of these questions will reveal solutions for literacy leaders.

**Audience:** All

**Grades:** All

9:00 a.m. - 11:00 a.m.

## W-10 - Developing Fluency & Independence in Spelling

Dr. Phyllis Fischer, *University of Maine at Farmington*

**Room:** Bass River

Students who have trouble learning reading and spelling skills often learn and use spelling patterns during lessons. However, these patterns allow students to only spell the 'learned' words incorrectly when writing independently. This session will demonstrate how to do fast listening exercises that teach students to hear patterns that tell them which orthographic units to choose when writing.

**Audience:** Administrators, Teachers and Paraprofessionals

**Grades:** Elementary School

9:00 a.m. - 11:00 a.m.

## W-11 - Developing Leadership for Learning: A Five-Step Framework

Dr. Harriet J. Bessette, *Kennesaw State University*

**Room:** Bass River Alcove

The ultimate goal of education is to ensure student learning; the ultimate goal of leadership is to create pathways for improved student learning to occur. Our schools need leaders who will deliver on the promise of pedagogical expertise and high-quality instruction for all learners. Leadership practice must involve multiple levels of school involvement and multiple layers of teacher and specialist participation - all focused on student learning. Copland and Knapp (2006) have identified a framework for transforming school leadership from a top-down, management-focused, single entity enterprise to one that is bottom-up, learner-focused and inclusive of many school professionals. In this workshop, attendees will be exposed to five key tenets for learner-focused leadership and develop pathways to leadership for learning specific to their own school's or district's needs.

**Audience:** Administrators, Teachers and Paraprofessionals

**Grades:** All

9:00 a.m. - 11:00 a.m.

## W-12 - Linking Motor and Neurosensory Development to Early Literacy

Sandy Putnam-Franklin, *UMass Boston*

Su Theriault, *UMass Boston*

**Room:** Hyannisport East

Early childhood teachers are challenged to meet the needs of children with a broad range of developmental and learning experiences. Research shows that gross motor, fine motor and neurosensory development are foundational to reading and writing. With increasing demands surrounding curriculum and assessment, teachers often have difficulty finding and justifying time for motor development activities. This session provides information on the critical importance of motor and neurosensory development in early childhood education; guidelines and suggested activities for supporting young children's development; and research to help them in articulating their importance to school administrators.

**Audience:** All

**Grades:** Early Childhood

# Wednesday, October 22, 2008 Workshops

9:00 a.m. - 11:00 a.m.

## W-13 - Blue Ribbon Panel

Mary Price, *Bridgewater State College*

**Room:** Hyannisport West

Bridgewater State College hosts Blue Ribbon Panel sessions during July and August. The panel consists of Master Teachers who participate by developing reliable comprehensive, on-line interactive curriculum that presents the best materials, activities and technology resources addressing Mass Curriculum Frameworks.

**Audience:** Administrators

**Grades:** High School

9:00 a.m. - 11:00 a.m.

## W-14 - The Wonders of Reading Aloud

Dr. Brendan Walsh, *The Wonders of Reading Aloud*

**Room:** Cape Cod

This workshop seeks to inspire parents and professionals to read aloud to children as part of the language acquisition process and as inspiration to the children to become readers themselves. The workshop discusses the do's and don'ts of reading aloud and encouraging reading in the context of the relationships between children and significant adults. Dr. Walsh provides demonstration readings of various materials appropriate for children Pre-K through Grade 8.

**Audience:** All

**Grades:** Early Childhood, Elementary School and Middle School

**11:15 a.m. to 12:15 p.m.**

General Session in Grand Ballroom

Keynote Address by **Massachusetts**

**Commissioner of Education Mitchell Chester**

**12:30 p.m. to 1:15 p.m.**

Lunch on your own. Sandwiches and salads will be available for purchase in pool foyer.

1:30 p.m. - 3:30 p.m.

## W-17 - Chemistry, Engineering, and Problem Solving = NEW, FREE Resources from PBS' Fetch!

Margot Sigur, *WGBH Educational Foundation*

**Room:** Osterville A

The PBS program, FETCH! with Ruff Ruffman, models teamwork, problem solving and the scientific process. Educators can support these skills and spark kids' curiosity by offering FETCH science activities inspired by the show. With more than 20 hands-on engineering and science challenges to choose from, kids ages 6 to 10 will be thinking like scientists and engineers! Each activity encourages students to make observations, take chances, test their designs and question why! Workshop participants will try several activities from the NEW activity guide, explore a game that exposes kids to science careers and highlight options for using the game and challenges in the classroom or after-school setting - without ever turning on the TV. Participants will leave with their own FREE copy of the activity guide.

**Audience:** Administrators, Teachers, Paraprofessionals and Parent Program Coordinators

**Grades:** Elementary School

1:30 p.m. - 3:30 p.m.

## W-18 - Number Travels with Activities, Games, and Stories

Susan Getty, *Educational Consultant*

Kathleen Ryan, *Hellenic College*

**Room:** Osterville B

Participants will explore number activities that review and reinforce young children's understanding of numbers and number operations. Everyday practice with an emphasis on hands-on situations enables students to become proficient in place value, computation and problem solving with a strong number sense. The presenters will focus on subtraction. Specific children's books that highlight math concepts will be presented. Emphasis will be on both math activities and children's books that review and reinforce math concepts.

**Audience:** Teachers and Paraprofessionals

**Grades:** Early Childhood

# Wednesday, October 22, 2008 Workshops

1:30 p.m. – 3:30 p.m.

## W-19 – Got Data? Meet the Needs of All Students

Erin Bennett, *Malden Public Schools*

Margaret Ferrick-Manley, *Malden Public Schools*

Kate Ambrose, *Malden Public Schools*

**Room:** Centerville A

Instructional Data meetings are an essential part of making sure we meet the needs of our students. The meetings allow us to review assessment data, target specific students and identify specific instructional strategies. We will demonstrate ways in which we hold instructional meetings throughout the year, as well as explain how we brought our model district-wide.

**Audience:** Administrators, Teachers and Paraprofessionals

**Grades:** Early Childhood and Elementary School

1:30 p.m. – 3:30 p.m.

## W-20 – Talented Talkers: Puppets Enhance Integrated Learning – A Hands-On Workshop

Nancy Pipito, *Crayola*

**Room:** Centerville B

Using a Crayola Dreammakers lesson, make and use speech bubble puppets to enhance learning in language arts and visual art. Learn to engage students to work cooperatively in small groups to make puppets, write and perform mini-plays, while enriching their vocabulary and writing skills. Handouts and samples will be given to participants. This workshop is geared for elementary level teachers.

**Audience:** Teachers and Paraprofessionals

**Grades:** Elementary School



1:30 p.m. – 4:30 p.m.

## W-21 – Integrating Science Instruction into the Literacy Block

Kathleen Lord, *Massachusetts DOESE*

**Room:** Orleans A/B

Participants will learn ways to integrate science instruction into the literacy block. This workshop will include various center activities such as text features scavenger hunt, vocabulary activities, generating questions for investigation, researching a topic and main idea activities. The goal is that students will develop a deep understanding of science content.

**Audience:** Teachers and Paraprofessionals

**Grades:** Elementary School

1:30 p.m. – 3:30 p.m.

## W-22 – PK-Grade 3: Aligning Curriculum, Instruction, & Assessment

Alice Barton, *Massachusetts DOESE*

Donna Traynham, *Massachusetts DOESE*

**Room:** Barnstable I

This session will present current research about the components and advantages of schools & districts using the PK to Grade 3 approach. Elements of a successful PK-3 continuum (e.g., school organization; classrooms as learning environments) will be discussed, first from the concept, and components, leadership, and community connections. The 'whys' and 'hows' of aligning the curriculum, instruction and assessment will address teaching and learning in more depth. Participants will be part of the discussion throughout, and work with each other to identify the strengths and weaknesses of their own schools in each of the component areas of the PK-3 continuum.

**Audience:** Administrators and Teachers

**Grades:** Early Childhood

# Wednesday, October 22, 2008 Workshops

1:30 p.m. – 3:30 p.m.

## W-23 – Engaging Parents and Community

Kimberly Hunt, Massachusetts PTA

Mary Ann Stewart, Massachusetts PTA

**Room:** Barnstable II

Presenters will discuss how to engage both the parents and the community in the Parent Teacher Association, the national standards of parent involvement, and will share some best practices for building success. Go beyond the bake sale!

**Audience:** All

**Grades:** All

1:30 p.m. – 3:30 p.m.

## W-27 – Differentiated Instruction During Literacy Block

Janice Raymond, *Malden Public Schools*

Meghann McCarthy, *Malden Public School*

Eleanor Sloane, *Malden Public Schools*

**Room:** Hyannisport West

This workshop is to help classroom teachers meet the needs of all their students. The teachers will receive easy-to-create center activities to take back and implement immediately. It will clarify the difference between differentiating and modifying.

**Audience:** Teachers and Paraprofessionals

**Grades:** Elementary School

1:30 p.m. – 4:30 p.m.

## W-26 – Working with Families Using a Universal Design Approach

Su Theriault, *UMass Boston*

Sandy Putnam-Franklin, *UMass Boston*

**Room:** Hyannisport East

Universal Design for learning is a proactive approach to creating environments, curriculum, and instructional or assessment strategies that meet the widest variety of young children's learning styles and needs. Recognizing the critical role of parents as the child's first teacher, and their importance in establishing the foundations for children's language and literacy development, this workshop will highlight ways for schools to connect with and support families and actively engage them in their child's education.

**Audience:** All

**Grades:** Early Childhood