

Monday March 15, 2010

9:00 – 12:00 (3 HOUR WORKSHOP)

SALON C 9:00 – 12:00

Using Student Work to Support Daily Comprehension Instruction

Amy Carithers and Beth Niedzwiecki - Massachusetts Department of Elementary & Secondary Education

This session will provide teachers, coaches and administrators with an opportunity to analyze/examine sample student work from the open response portion of the **2009 ELA MCAS** test. Ways to support students in everyday instruction will be embedded in the analysis of the authentic student work. Participants will also learn about the process of construction an ELA MCAS test, how teachers can be involved in this process, and how to support students in their understanding of the different purposes for writing. A comparison will be drawn between the composition and open response portions of the test and will highlight some common misconceptions. Participants will receive materials that can be taken back to the classroom to use with students as well as with colleagues for further professional development.

9:00 – 10:30 (1.5 HOUR WORKSHOPS)

SALON A 9:00 – 10:30

Empower ALL Striving Readers as They Become Strategic Content Readers!

Candace Carro - Millmark Education / Dowling College

Students who are struggling in Science & Social Studies need differentiated content literacy instruction that includes comprehension strategies, vocabulary & language development, & accessible, standards-based concepts. The Presenter will model ways to successfully engage ALL students in reading, writing, listening, speaking & viewing and how to transfer that learning to high-stakes tests. Handout & materials will be provided

SALON D

9:00 – 10:30

Get Ready for Federal Competitive Grants

Nancy Updegraff - Grants & Funding Research Manager, Houghton Mifflin Harcourt

Dr. Updegraff has been writing grants for over 30 years. She has worked extensively in all 50 states tapping both federal and private funding sources and has assisted in over \$100,000,000 in funding across the country. Join her today as she explores:

- Making the most of the New Federal Stimulus Package & Race to the Top Funding
- Entitlement and Competitive Grant Federal Funding Sources
- Step-by-Step instructions for writing for a grant
- Matching your district to the right grant
- Templates for major grants
- Sustaining funding for grants ...and more

STERLING

9:00 – 10:30

Learning about Supplemental Educational Services in Science & Technology/Engineering (STE)

Joyce Bowen - Science Coordinator, Massachusetts Department of Elementary & Secondary Education

Supplemental educational services in Science & Technology/Engineering (STE) can now be provided for eligible students. While subject to the same eligibility requirements & program design expectations for the overall program, supplementary educational services for STE should also reflect best science practices. STE programs should be aligned with the State curriculum framework & district curriculum, be inquiry-based, and create a learning environment that provides students with the time, space & resources needed to learn science. In this workshop, we will discuss how to:

- Provide targeted, explicit instruction to support individual student's needs;
- Use multiple strategies and representations to support differentiated instruction;
- Use probes & benchmark assessments to identify student needs, set goals & monitor student achievement.

SOUTHBORO 9:00 – 10:30

WORDS! WORDS! WORDS!

Kathleen Ryan – Hellenic College and Susan Getty – Educational Consultant

This workshop will explore a variety of strategies designed to improve student' phonetic skills, vocabulary & fluency. Participant will engage in activities that foster an appreciation of words. An emphasis is placed on the ways word work supports reading development.

MARLBORO 9:00 - 10:30

Supporting Language & Literacy Development for Young English Language Learners

Min-Hua Chen - Massachusetts Department of Elementary & Secondary Education; Min-Jen Wu Taylor – Brookline Public Schools, and James St. Clair – Cambridge Public Schools

Participants will become familiar with the research related to how young children acquire a second language and literacy skills, and how social emotional development is critical in language and literacy development. They will explore how schools can use the state Kindergarten Learning Experience (KLE), which is aligned to the MA state Curriculum Frameworks, and the state documents English Language Proficiency Benchmarks and Outcomes for ELL to create engaging curriculum for young English-language learners in language and literacy skills development. Participants will also engage in a hands-on activity to explore how to help young children who are learning English language at their own settings.

10:45-12:15 (1.5 HOUR WORKSHOPS)

HUDSON 10:45 – 12:15

Books For Young Children

Kathleen Ryan – Hellenic College

This workshop will discuss the important role of books in the lives of young children. An emphasis will be placed on criteria used to select appropriate

books for young children. The benefits of positive experiences with books will be explored.

NORTHBORO 10:45 - 12:15

Avoiding the “Summer Brain Drain”

Stuart Peskin – Director, Title 1 Dissemination Project, Inc.

The beginning of the school year can be very difficult for students. After a summer of few academic opportunities, they have a hard time getting back into the swing of school. Most teachers have to spend the first months of school reviewing material that had been covered in the previous school year. This workshop will offer strategies and suggestions to help students avoid the Summer Brain Drain.

SALON A 10:45 -12:15

Distinguishing a Language Difference from a Learning Disability in English Language Learners

Margaret Adams and Jennifer McCabe - Malden Public Schools

This presentation will discuss some key considerations when determining whether the academic difficulties of an English Language Learner are due to a language difference or a learning disability. Discussion will involve the dimensions of language and culture that should be considered when making this determination. Considerations for assessment and implementation of a response to intervention will also be discussed.

SALON E 10:45 – 12:15

Problem Solving Strategies in Mathematics, K-5

Susan Getty - Educational Consultant

Participants will explore varied approaches to problem solving in order to help students focus on the mathematical process rather than the product. Children need many experiences to understand mathematical concepts in the context of daily situations.

STERLING**10:45 – 12:15****Object Based Museum Learning In & Out of the Classroom**

Rebecca Hayes - Student & Teacher Program Manager; Martine Malengret-Bardosh, Multiple Visit Partnership Program Coordinator, Peabody Essex Museum; and Kathy Marchetti, Fifth Grade Teacher - Salem Public Schools

This workshop focuses on the impact of a single museum visit on classroom instructions. It also focuses on the advantages of a multiple museum visit program on classroom instruction. Session will include video of students learning in a museum visit & extending that learning back into the classroom.

PRINCESS**10:45 – 12:15****Creating Connections with Bal-A-Vis-X in the Classroom**

Candi Cosgrove - Creating Connections

This introductory - interactive workshop introduces a means to energize learning through movement. Bal-A-Vis-X, a series of **B**alance / **A**uditory / **V**ision **eX**ercises that are deeply rooted in rhythm, will be observed. These exercises encourage full-body coordination and focused attention. It demands cooperation, promotes self-challenge, is school-friendly, and just plain fun. The participant will begin to look at their students - special needs or typically functioning - through a noticing and exercise structure used in movement-based learning. This structure offers an opportunity to gather classroom activities that enhance the existing curriculum. The effects of these activities lead our students into enhanced brain integration. This introductory workshop is designed to assist with the ease of learning, reading, math, and activity along with improved athletic skills.

1:15 – 2:45 or 3:15 (1.5 OR 2 HOUR WORKSHOPS)

SALON A 1:15 – 3:15

PK-Grade 3: Improving Inclusion by Aligning Curriculum, Instruction, & Assessment

Alice Barton- Massachusetts Department of Elementary & Secondary Education and Joni Block -Brockton Public Schools

Research about the benefits of school districts to establish PK to grade 3 systems will be presented along with an overview of the PK- Grade 3 Curriculum, Instruction, and Assessment Alignment Project to Improve Inclusion. The components of the project and of a successful PK-3 continuum (e.g., school organization, classrooms as learning environments) will be discussed, including translations, leadership, and community connections. Specific strategies and products developed by grantees will be discussed. Participants will learn to identify the “whys” and “hows” of alignment and strategies for improving transitions and inclusion. Participants will be take part in ongoing discussion and work in pairs or small groups to identify the strengths and challenging in their own schools and districts to aligning a PK-3 continuum continually for all children.

SALON B 1:15 – 2:45

Study Island – from MCAS Prep to a Comprehensive Solution

Suzanne Herron - Study Island

Are you an *Islander*? You are if you use the Study Island programs! The *Version 3* features are at your fingertips. See how these take Massachusetts Standards Mastery to a new level. New to the Island? Join us for an excursion though this web-based program and sail your way to a comprehensive solution for your school! Aloha!

SALON C

1:15 – 2:45

Coaching for Instruction: Effects on Student Outcomes

Susan Kazeroid - Massachusetts Department of Elementary & Secondary Education and Michelle Lukasiewicz - Chicopee Public Schools

This session will present data from districts implementing a literacy-coaching model. Multi-year district data will be presented. MCAS Data will also be presented in support of the effects of coaching on student outcomes.

SALON D

1:15 – 3:15

Fluency - The Forgotten Reading Skill

Mya Chen Whitney - Literacy Consultant - Scholastic Inc.

Did you ever wonder what fluency routines are and how you can establish them effectively in a few minutes each day? This workshop provides an in-depth look at the importance of fluency instruction and its role in the ultimate goal of reading comprehension. Participants will learn how to model and integrate research-based fluency routines in to daily teaching, assess student fluency in less than five minutes, and provide students with multiple, repeated reading opportunities.

SALON E

1:15 – 3:15

Personal Narrative & Expository Units of Writing for Grades 1 – 5

Margaret Adams - Title I Director; Heather Provenzano, Literacy Coach ;and Vincenza Sakhtah, Literacy Coach, Malden Public Schools

Units of study for a writer's workshop for personal narrative & expository units in grades 1 - 5 will be shared with participants. Students develop their knowledge of the characteristics of the genre and the traits of good writing through use of specific mentor texts and mini lessons.

NORTHBORO

1:15 – 3:15

Powerful Models for Narrative & Expository Writing

Barbara Mariconda - Empowering Writers

It's easy to identify weaknesses in student handwriting. A greater challenge involves providing models of powerful writing- vehicles for raising awareness and driving instruction. In this session you'll receive numerous annotated exemplars of strong narrative and expository writing for classroom analysis with practical tools that empower students to apply the related critical skills in their own writing. Also find out how this applies to RTI (Response to Intervention).

STERLING

1:15 – 3:15

Five Skills The Common Thread - A Proactive Community Approach to Education

Linda Remington, Five Skills, The Common Thread

Learn how your community - parents, educator, businesses & others - can work together to create confident readers & life-long learners from birth, preschool, grade school & high school graduation. Participants will receive a guide explaining the five skills & strategies will be modeled with visual aids & a fun interactive agenda.,

MARLBORO

1:15 – 2:45

Preparing Students for MCAS

Cate O'Brien and Joanne Foster – Natick Public Schools

For many students the task of preparing for the MCAS test is most difficult. Knowing how to take the test, what types of questions are asked on the test and how to best prepare for the test are vital skills. This workshop will give participants strategies and suggestions that will help students improve their ability to perform up to their ability on the MCAS test.

SOUTHBORO

1:15 – 3:15

Foundations of Literacy

Nicole Mancevice - Implementation Facilitator, Massachusetts Department of Elementary and Secondary Education

Presenters will provide an introduction to the Foundations of Literacy module. Participants will have the opportunity to engage in hands-on activities, discussion, and planning related to two components: phonemic awareness & phonics.

HUDSON

1:15 – 2:45

Dr. Harriet J. Bessette – Kennesaw State University and Stuart Peskin, Director, Title 1 Dissemination Project, Inc.

Distributing Leadership in Ways that Maximize Achievement for All Students

Strong claims about successful school leadership include empirical evidence which suggests that teaching and learning for all students is improved when leadership is widely distributed. In this session, participants will explore their own school's and district's readiness for leadership that focuses on the achievement of diverse learners.

An overview of distributed leadership, session objectives and background information will be introduced. To learn where participants are in terms of readiness for distributed leadership and developing a positive school climate for distributed leadership, attendees will take the Assessing Your readiness for Teacher Leadership Survey and District Survey. Data will be shared within the session to generate reflection and feedback. Session will conclude with a question and answer session.