



Wednesday, June 15, 2011
Stonegate Conference Centre



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Reflection on Practice: District 54 Professional Development Symposium

Schedule

<u>Time</u>		<u>Location</u>
8:00 a.m.–8:30 a.m.	Registration and Continental Breakfast	Main Lobby
8:30 a.m.–9:15 a.m.	Welcome and Symposium Overview	Salons C and D
9:30 a.m.–10:30 a.m.	Session One	See Session Details
10:45 a.m.–11:45 a.m.	Session Two	See Session Details
11:45 a.m.–12:45 p.m.	Lunch	Lakeside Pavilion
12:45 p.m.–1:45 p.m.	Session Three	See Session Details
2:00 p.m.–3:00 p.m.	Session Four	See Session Details

SESSION ONE
9:30 a.m.–10:30 a.m.

I Have Data, So Now What? Working Together to Create Effective Interventions for all Tiered Students

Boulder Room

Presenters: Kelly Boynton, Shannon Farris, Erin Tosch, and Cassandra Zingler

Data driving you crazy? MAP, Fountas and Pinnell, Common Assessments, AIMSweb? It can be overwhelming! In this session we will model and practice using data to strategically group students to provide the most effective instruction with the most appropriate staff member. Once students are grouped we will go one step further and begin looking at how to plan instruction with research-based strategies that meet the needs of all tiered students, including those with an IEP.

The Two Main Educators in a Child's Life—Parents and Teachers

Granite Room

Presenters: Naseem Alibhai and Deepa Rai

Participants will learn about the impact of parental involvement on children's education. Our goal is to share research-based strategies to involve parents in their children's education and show how parental support can impact a child's achievement throughout their years of schooling. In this session, presenters will provide effective practices on how to involve linguistically and culturally diverse families in their children's learning.

Empowering Writers Through Writing Workshop

Slate Room

Presenters: Kathryn Bushman and Rochelle Connell

We will provide a hands-on experience that will familiarize participants with the essential components of a writing workshop. Participants will be able to structure and organize a writing workshop within their classrooms. Through multiple resources and discussion, participants will be introduced to the following components: the writing mini-lesson, writing time for students, conferring with writers, and the after-workshop share. In addition to these components, participants will also understand how to create an environment that empowers writers. Student writing samples will be provided so participants can gain experience with using student work to guide instruction and plan future mini-lessons. Time will be allotted to collaborate and discuss possible units of study, as well as reflect upon how a writing workshop can be implemented effectively in the classroom.

Supporting Tier 2 Students Schoolwide and in the Classroom

Marble Room

Presenters: Heather Amburn and Habib (Hobbs) Behrouzi

PBIS Secondary Intervention, or Tier 2, encompasses strategies and procedures for 5–15% of your student population. This session will cover the obstacles, pitfalls, and successes of Tier 2 implementation across all settings. We will show examples of how Frost Jr. High has made progress with its Tier 2 systems. We will also share research on Tier 2 strategies in the classroom, which will be used to show what works to support Tier 2 student behavior. Participants will receive strategies to put in place for successful schoolwide and classroom Tier 2 support.

SESSION ONE
9:30 a.m.–10:30 a.m.

Picking Books That Match Readers for Interventions

Presenters: Carolyn Smolinski and Michelle Thompson

Salon A

Participants will examine the process of selecting books based on student reading level, opportunity for students to apply skill or strategy, and student interest. Discussions in this session will include what resources are available to locate reading material and what to look for when matching readers to text. Participants will also engage in analyzing text using the ten text factors from Fountas and Pinnell. As a result of this session, participants will be able to knowledgeably match text to readers for interventions.

Early Literacy Instruction: Supporting K-2 Learners

Presenters: Julie Gorvett and Catherine Kurtz

Salon B

Did you know that strategic literacy instruction directly affects literacy results? Join us as we explore the use of research-based decision making to help guide your very own literacy instruction. We will utilize the K–2 Literacy Framework, the core curriculum materials, and other outside resources to achieve District 54's essential outcomes for K–2 learners. Participants will walk away with suggestions to help increase individual assessment results and most importantly, develop successful, enthusiastic readers.

Guided Math Instruction—Junior High

Presenters: Tricia Leong and Amy Varchmin

Salon C

This session will include an overview of what guided math is, how to structure a class period (in terms of time) to allow for guided math, and strategies for identifying which students should be in each group. Find out how to differentiate materials, how to plan work for different groups, and how to fit in preteaching and reteaching during guided math time. Strategies for classroom management of materials and student behavior will also be addressed. Guided math has provided students with individualized instruction and has allowed teachers to truly understand their students' strengths and areas of improvement. The focus will primarily be on guided math at the junior high level and differentiating within that curriculum, but strategies for tailoring guided math to meet the needs of different buildings will be shared as well.

Know Their Name, Know Their Need!

Presenters: Megan Kunz, Ashley Modica, Kara Prusko, Pamela Samson, and Sarah Wood

Salon D

This presentation will focus on helping educators identify what data is important in getting to know students' needs, where to go to get that data, and what to do with it. Emphasis will be on the importance of looking at the student's whole curricular day, including direct instruction and participation in any related support services or extracurricular activities. By the end of the presentation, participants will have an understanding of the concept that student success is when a teacher really knows his or her students. Participants will know what data to access, how to access it, what tools are necessary, and how to move students forward to achieve success.

SESSION TWO
10:45 a.m.–11:45 a.m.

What Do I Need to Know to Help My English Language Learners Succeed?

Boulder Room

Presenter: Tracy Taylor

English language learners (ELLs) enter our classrooms with varied language proficiencies, cultural backgrounds, and educational experiences. This session will provide participants with useful information about how to differentiate instructional approaches and assessments based on the WIDA English Language Proficiency Standards to help ELLs find academic success. Participants will come away with practical tools for addressing these topics in their classrooms. Target audience is general education teachers.

Formative Assessments From Start to Finish—Part One

Granite Room

Presenters: Michelle Burke and Thomas Pfeifer

In this session, participants will learn how to use the formative assessment as a teaching tool. We will share how to create the assessment, how to collect data from the assessment, and how to use the data to improve learning for *all* students. Participants can expect to learn about the variety of formative assessments that can be used, discover tools within Mastery Manager to aid with data analysis, and explore strategies to reteach content that has not been mastered while simultaneously providing enrichment for content that has been mastered.

Class Meeting: A Classroom Management Tool

Slate Room

Presenters: Dr. Carmel Cottrell and Melinda Keyes

Have you ever wanted to make your classroom more interactive and engaging while incorporating research-based strategies proven to increase student achievement? Then Class Meeting is where to start! Students will develop high-level communication skills, learn and utilize problem-solving techniques, develop constructive decision-making skills that impact their world, and build a climate of trust and respect with classroom members. This session promotes personal growth, responsibility, leadership skills, organizational and public speaking skills, listening and problem-solving skills, and interpersonal skills. Class Meeting creates a positive community within the classroom.

Motivating Reluctant Readers Through Interest and Choice

Marble Room

Presenter: Deborah Dubinski

"This is boring. Reading isn't fun." These are the words the students in my intervention group spoke at the beginning of the year as they draped one arm across the table and sluggishly rested their heads on their arms. They were reluctant readers. Research shows that the amount of reading and reading achievement are reciprocal. Reluctant readers spend the least amount of time reading and therefore are typically low achievers. Participants will examine how to motivate reluctant readers by allowing them to choose reading materials that are of interest to them during small-group intervention. The variety of reading resources readily available for students to choose from within buildings and alternative resources will be explored in this session.

SESSION TWO
10:45 a.m.–11:45 a.m.

Co-Teaching Strategies and Planning Using SIOP to Maximize Learning for All Students

Salon A

Presenters: Piedad Kerr and Ivette Rivera-Weigle

In this session, participants will learn strategies to maximize the effectiveness of a co-teaching model using SIOP in a general education setting. This session will present an overview of the SIOP components and features along with a brief presentation of the different co-teaching models and formats. An understanding of co-teaching and the incorporation of the SIOP components and features in lessons and instruction will be provided. Participants will gain insight into the advantages of collaboration and co-teaching in order to make learning more meaningful. The SIOP approach to co-planning for co-teaching in lesson plans and delivery will be emphasized. Video segments of co-teaching in action will provide a snapshot of several co-teaching models and the use of SIOP in a general education setting.

Read Like a Writer, Write Like a Reader: Incorporating Best Practices in Vocabulary Instruction

Salon B

Presenters: Amy Czerniak and Kelly Dvoracek

This session will begin with a brief overview of vocabulary research and best practices in literacy. Participants will examine how to integrate vocabulary instruction into reading and writing to maximize learning for all students. Participants will have the opportunity to analyze lesson plans that incorporate best practices utilizing materials from Treasures and leveled book rooms. Participants will also learn how vocabulary instruction is integrated into the writing workshop.

Implementing Guided Math Into the Intermediate Elementary Classroom

Salon C

Presenters: Brittany Barrett and Jennifer Sutton

In this session, participants will learn how to implement guided math into the classroom through model lessons, centers, and example activities. Participants will not only be exposed to models, but they will be given an opportunity to collaborate and develop a structure that could fit into their own classroom. We understand that every classroom and group of learners is unique, and we are hoping through our research-based and data-based models, teachers will walk away feeling confident and comfortable implementing guided math in their own classrooms. This session is geared towards third-through sixth-grade teachers, and focuses on strategies to implement guided math using the *Everyday Math* curriculum. Additionally, we will examine the differentiation opportunities available through guided math for diverse populations, such as English language learners, students with special needs, and students working beyond grade level. We look forward to not only sharing our accomplishments, but hearing future success stories as well.

Going Above and Beyond: How to Support Students Who Are at or Above Grade Level

Salon D

Presenters: Michelle Thompson and Cassandra Zingler

Participants will examine ways to support the ongoing growth of students at or above grade level. Students at or above grade level do require targeted instruction to maximize learning opportunities outside small-group instruction. As a result of this session, participants will be able to take the skills, strategies, and essential outcomes they teach to the next level. Effective learning activities that will challenge and extend students at or above grade level will be shared and created.

SESSION THREE
12:45 p.m. – 1:45 p.m.

***Instructional Strategies to Support Struggling ELLs
in the General Education Classroom***

Presenters: Indiana McKearin and Bricia Solis-Ruiz

Boulder Room

Participants will be provided with a variety of strategies for supporting and scaffolding instruction for struggling English language learners (ELLs). This session will demonstrate components of a collaborative planning process that can help students increase academic achievement. It will provide strategies, tools, and materials that enhance comprehension to help struggling ELLs become proficient readers.

Tiered Lessons: Making Learning Meaningful for All Students—Part Two

Presenters: Michelle Burke and Thomas Pfeifer

Granite Room

This session is a follow-up session to “Formative Assessments From Start to Finish” and will focus on ways to tier lessons so that all students are learning at an appropriate level. This session will provide several successful strategies that we have utilized in the middle school science classroom. Participants can expect to see examples of guided group work, differentiated activities and labs, tiered reading assignments, and effective classroom-management techniques. (Please note: This is a continuation of “Formative Assessments From Start to Finish,” but attendance at the first session is *NOT* a prerequisite for attending this session. All attendees are welcome!)

Adapting Primary Literacy Curriculum for Students With Cognitive Disabilities

Presenter: Regina Schneider

Slate Room

This class will explore different ways the first-grade literacy curriculum can be adapted for students with cognitive disabilities. It will look at different ways assistive technology can be utilized to increase student participation and learning. It will also look at different types of visual supports that can be used during literacy activities. Participants will gain a basic knowledge of how to adapt the first-grade literacy curriculum in the areas of shared reading, independent reading, and writing for students with cognitive disabilities. There will be time at the end of the presentation for participants to ask questions specifically related to their students.

Reaching Every Intermediate Student in Math

Presenter: Bernadette Marcis

Marble Room

This session will explore how to reach every student by using quick targeted assessments to gauge how students are learning their skills. Data will be used to develop centers that target the weak areas that students have while also previewing new skills that they will learn. We will also implement technology and use of the web for promoting math skills and ideas for making centers applicable to everyday life. Target audience is fourth- through sixth-grade math teachers.

SESSION THREE
12:45 p.m.–1:45 p.m.

Monitoring Comprehension: Following Your Inner Conversation—Part One

Salon A

Presenters: Dawn Katcher and Dawn Zuffante

Participants will learn about monitoring comprehension and why it is important. They will learn about and discuss the four types of readers. Participants will view and analyze clips from the *Strategic Thinking* DVD series by Stephanie Harvey and Anne Goudvis to gain new or further information on how to teach students to “follow their inner conversations.”

Focus, Support, Organization, Oh My! Mini-Lessons to Support Students' Writing

Salon B

Presenter: Christi Sosin

Are you confused about what to do after you've finished students' common assessments for writing? Deciding where to begin can be a daunting project. Even more challenging is finding mini-lessons to target problematic areas. This session will help you get students excited about writing, focus on grade-level expectations, and choose mini-lessons to address students' needs. Participants will view student writing samples, decide which areas to focus on, and walk away with sample mini-lessons to use in the classroom.

Vertical Vocabulary Mastery: Schoolwide Plan for Vocabulary Instruction

Salon C

Presenters: Kristin Bauer, Karolyn Frederick, and Jennifer Houle

Participants will learn how to determine the essential vocabulary words to teach for each grade level by exploring research-based practices and how to align vocabulary assessments to instructional practices. This session will provide participants with models to demonstrate how grade-level essential words can be cross-checked through vertical articulation. Research-based strategies for effective vocabulary instruction will be included, including games and samples of schoolwide vocabulary lists, descriptions of various strategies, instructional tools, and authentic assessments.

From Mine to Ours: We're All in This Together

Salon D

Presenters: Amy Czerniak and Michelle Thompson

We've said goodbye to the days of teachers working on isolated islands and hello to professional learning communities (PLCs). In this session, participants will examine ways to maximize team planning time. This session will help identify the essential items to take full advantage of your learning team. There will be opportunities to view teams in action and sample agendas. To increase your takeaways from the session, we encourage you to attend with your team members. Whether you are new to PLCs or a PLC veteran, this session will offer insights into successful teaming.

SESSION FOUR
2:00 p.m.–3:00 p.m.

Increasing ELL's Comprehension Using Nonlinguistic Representation in a Student-Engaged Classroom

Boulder Room

Presenters: Emnie Garcia and Robbin Masters

Participants will see how colleagues across the district and elsewhere use nonlinguistic representation in classrooms. We will share ideas for building visual vocabularies and techniques for visualization. Participants will also learn how to incorporate a variety of cooperative grouping strategies to engage learners. This session will go beyond Think-Pair-Share with ideas for small groups to promote both language and content skills. Bring your success stories and your challenges to this interactive session.

Effective PLC Planning Driven by the Core Literacy Curriculum

Granite Room

Presenters: Jacqueline Nesbitt and Jill Peterson

Participants will gain a better understanding of how effective collaboration among team members in a professional learning community (PLC) will benefit instruction and ultimately students. Participants will also learn how to utilize PLC planning meetings to develop instructional tools that meet the variety of student needs across grade levels. Presenters will share how the implementation of SIOF strategies within shared, guided reading and intervention will allow students to attain greater academic achievement. Teachers and other professionals, with the support of a literacy coach and ELL teacher, will have an opportunity to discuss how collaboration in developing language and content objectives, scaffolded graphic organizers and other SIOF strategies aligned with the *Treasures Literacy* program will help address the needs of all of the students within the classroom. Participants will receive samples of instructional tools developed in conjunction with the *Treasures Literacy* program by District 54 teachers.

Providing Solid Initial Instruction in Shared Reading

Slate Room

Presenters: Megan Krajecki and Carol Novak

Participants will have a better understanding of how utilizing content and language objectives will have a positive impact on student learning in literacy. Participants will also learn how to incorporate the use of sentence frames and vocabulary-building activities to increase student achievement. Presenters will share video clips, photographs, and classroom learning tools throughout the presentation.

The Transformative Power of Hope

Marble Room

Presenters: Becky Lopez, Gail Mehlan, and Kara Morgan

We will share how the Kids at Hope cultural strategy has transformed the staff and students at Anne Fox Elementary School from being "at risk" to being "at hope." We will demonstrate how a common, unifying belief system can provide a framework of success for all students. We will give a precise definition of the word *success*. We will share the tools and programmatic pieces that have supported the Kids at Hope cultural strategy at our school. We will demonstrate how this belief system can grow and blossom in students by using the language of hope. We will discuss how this has been a cultural shift that is transforming an entire community.

SESSION FOUR
2:00 p.m.–3:00 p.m.

Hands-On Application of Monitoring Comprehension: Following Your Inner Conversation—Part Two

Salon A

Presenters: Dawn Katcher and Dawn Zuffante

This session is a follow up from “Monitoring Comprehension: Following Your Inner Conversation.” In this session participants will learn about various resources to use to teach comprehension including *The Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis. They will further explore the strategy of “following your inner conversation” and apply the strategy to actual text. Participants will leave with ideas on how to infuse monitoring comprehension into the core curriculum. (Please note: This is a continuation of “Monitoring Comprehension: Following Your Inner Conversation,” but attendance at the first session is *NOT* a prerequisite for attending this session. All attendees are welcome!)

Planning for Success With Your Team

Salon B

Presenters: Tracy Gajdos, Lindsay Petrik, Elizabeth Shudy, and Julie Trongeau

Come find out how positive relationships within our team have had a positive effect on our students. We will share the successes we’ve had when we collaborate on curricular planning, schedule intervention groups that work, and share leadership all while supporting each other both personally and professionally. You will walk away with strategies that you will be able to apply immediately when working with your team and your students to make the 2011–2012 school year the best ever!

Guided Math Instruction—Elementary

Salon C

Presenters: Tricia Leong, Amy Varchmin, and Jim Vreeland

This session will include an overview of what guided math is, how to structure a class period (in terms of time) to allow for guided math, and strategies for identifying which students should be in each group. Find out how to differentiate materials, how to plan work for different groups, and how to fit in preteaching and reteaching during guided math time. Strategies for classroom management of materials and student behavior will also be addressed. Guided math has provided students with individualized instruction and has allowed teachers to truly understand their students' strengths and areas of improvement. This presentation will focus primarily on guided math at the elementary level and differentiating within that curriculum. The session will address strategies for tailoring guided math to meet the needs of different buildings. The target audience is elementary school teachers.

Oral Language, Vocabulary, and Academic Language Development

Salon D

Presenters: Iris Santiago and Kristine Wahlund

This session will familiarize teachers with the theoretical underpinnings that support the explicit instruction of oral language, vocabulary, and academic language. We will share methodologies and strategies for teaching oral language, vocabulary, and academic language in literacy and across the curriculum. We will share materials used to deliver instruction and provide students with independent and paired practice. This session will provide an example of a lesson in a primary classroom and an example of a lesson at the intermediate level.

**District 54 Department of Student Learning
Professional Development Workshop Evaluation**

Session Name: _____

Presenter Name(s): _____

Date: Wednesday, June 15, 2011

	Poor	Fair	Average	Good	Excellent	N/A
1. Content (Relevant and current information)						
2. Workshop Outcomes (Defined and achieved)						
3. Presentation (Effective PowerPoint presentation, organization, communication, and so on)						
4. Materials (Handouts, notebooks, and so on)						
5. Participation (Engaging activities, interactive focus)						
6. Overall Workshop Rating						

What were the most valuable aspects of the workshop?

What feedback do you have for the presenter(s)? Please be specific.

What suggestions do you have for future sessions?

Other comments:

Stonegate Conference Centre Floor Plan

