

REGISTRATION NOW OPEN!

JUNE 27-28, 2017

**FOXBOROUGH PUBLIC SCHOOLS
CORDIALLY INVITES YOU TO ATTEND**

**OUR 2ND ANNUAL
2-DAY SUMMER INSTITUTE**



Click to register:

<http://bit.ly/foxboroughsummerinstitute>

- ★ 8:00 a.m. – 2:45 p.m.
- ★ 5 PDPs each day
- ★ Lunch included
- ★ Attend one or both days!

Location: Ahern Middle School (air conditioned)
111 Mechanic Street
Foxborough, MA 02035

Schedule: Choose your Breakout Sessions

7:30 - 8:00 am	Registration
8:00 - 9:00 am	Choice of Keynote
9:15 - 12:30 pm	Choice of Breakout Sessions
12:30 - 1:10 pm	Lunch
1:15 - 2:45 pm	Breakout Session

Checks/Purchase Orders should be made out to Foxborough Public Schools. For questions please contact Amy Berdos, Assistant Superintendent at berdosa@foxborough.k12.ma.us or 508-543-1675.

Keynote Speakers:

Jessica Minehan
Clare Landrigan and
Tammy Mulligan
Dr. Nicki Newton
Maria Campanario

Workshops:

Building Intrinsic
Motivation
Close Reading
Guided Reading
Reader/Writer
Workshop
Conferring
Daily 5
Café
Digital Teaching and
Learning
Guided Math
Math Fact Fluency
Number Talks
Math Running Records
Math Discourse
Rekenreks & Other
Math Tools
Civics Through
Literature
SEI/Supporting ELLs
Special Education
Transition Planning
Trauma and Learning
Transgender Students
Anxiety and Depression

Foxborough Cost:

\$35 for 1 day

\$50 for 2 days

Outside Districts Cost:

\$100 for 1 day

\$150 for 2 days



Featured Keynote Speakers:

Jessica Minehan, M.Ed., BCBA (Tuesday)

Jessica Minehan, MEd, BCBA, is a board-certified behavior analyst, special educator and a consultant to school's nationwide (www.jessicaminahan.com). She is a blogger on The Huffington Post, as well as the author of *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*, with Nancy Rappaport (Harvard Education Press, 2012) and author of *The Behavior Code Companion: Strategies, Tools, and Interventions for Supporting Students with Anxiety-Related or Oppositional Behaviors* (Harvard Education Press, 2014).

Clare Landrigan and Tammy Mulligan (Tuesday)

Teachers for Teachers

Clare and Tammy have collaborated on Publications and other resources which are available online including "Assessment in Perspective" and "Demonstration Lessons". They are staff developers who are still teachers at heart. They believe that effective professional development includes side by side teaching; discussions of current research; analysis of student work; and mutual trust and respect.

Teachers for Teachers provides professional development to many districts and schools.

Nicki Newton Ed.M., Ed.D. (Wednesday)

Newton Education Solutions

Dr. Nicki has an Ed.M. and an Ed.D. from the Department of Curriculum and Teaching at Teachers College, Columbia University specializing in Teacher Education and Curriculum Development. She uses her strong understanding of curriculum to address the differentiated needs of all students in her work with teachers and administrators. Dr. Nicki builds upon current curriculum research and theory to provide practical, realistic 21st century strategies in today's classrooms. Dr. Newton is greatly interested in teaching and learning practices around the world and has researched education in Denmark, Guatemala and India.

Maria Campanario, M.Ed., CAGS (Wednesday)

McGraw's Learning Specialist for Special Populations

Maria Campanario, has over 38 years of experience in public education in a variety of teaching and administrative roles. Her work has concentrated on building effective schools, particularly on matters pertaining to project based learning, literacy, academic language development, English Language Learners, special education and supporting district/school administrators in organizational planning. She provides leadership for administrator professional development on current key national educational issues such as ESSA, WIDA, state standards, and the Dear Colleague letter. Nationally she has also presented professional development sessions focused on acculturation, secondary literacy, culture, race, urban education and socio-emotional learning for diverse special populations.

Executive Functioning and Assistive Technology

K-12 Session
(Tuesday & Wednesday)

This workshop will review the areas of executive functioning and how these skills impact a student's performance across the school day. By the end of the workshop, participants will understand and compile of toolbox of practical low-tech and high tech assistive technology tools to assist students struggling with executive functioning skills.

Alicia Zeh-Dean

OT/AT specialist at Cotting Consulting

DIY assistive technology

Special Educators (K-12) Session
(Tuesday & Wednesday)

During this workshop, participants will have the opportunity to create make-and-take assistive technology tools to use with their students. Tools will include: adapted pencils/pens, slant-boards and reading rulers. Participants will have the opportunity to review the assistive technology adaptations built into Windows, Google and iPads. Participants should bring a device.

Alicia Zeh-Dean

OT/AT specialist at Cotting Consulting

Can you stop my brain from racing? What anxiety, depression, and stress does to a student's brain and what we can do to help their learning

K-12 Session
(Wednesday)

People ask me all the time, "what is up with all these anxious kids! Everyone has anxiety!" Wish I had the magic answer, but we will discuss some ideas like the changes in our world from the impact of social media, to trauma and tragedy that seems to be on the news daily, to the demands that are placed on our kids socially, emotionally, and academically. And oh yeah, they don't get to play unless we schedule it in for them! Wonder if that impacts their learning at all? We will review stress, anxiety, depression and what it

does to our brain and ultimately our learning. And then most importantly, we will discuss what we can do about it. Using a strength based or growth mindset perspective, we will explore Mindfulness, what is it and how to implement it in a school setting. A variety of hands on activities will be presented for you to try out. Yes! You will get to make stuff to take home! (no worries, no weird interactive icebreaker things...that just stresses people out!). We will also look at how activities that use community service and random acts of kindness impact someone's mood, which ultimately impacts their ability to engage, learn and problem solve. You will leave the workshop with your own stress kit to use immediately to help your kiddos, (or yourself), de-stress. We will also discuss how to get administration and colleague support. Most activities require little to no funds, so there's one box already checked for support!

Alison Ciccone

Uxbridge Public Schools

Lets Breathe!Mindfulness in Schools

K-12 Session
(Tuesday & Wednesday)

We've all heard this buzz word, but can I learn exactly what Mindfulness is? Can I learn how to do it? Will kids be open to it? Yes. Yes. Yes! In this workshop come learn the basics of Mindfulness and a variety of short strategies you could use tomorrow with students of all ages to begin integrating this into your classes and school climate. How to best engage kids, while educating them and planting seeds about their health and wellness, will be discussed. Some Art Therapy strategies will be explored as well. We will also review ways you can pitch this to admin through research so they can support these types of services in a traditionally academic environment. And we will participate in some mindful activities so you can experience it yourself. Come breathe with us! It really does make your brain better!

Alison Ciccone

Uxbridge Public Schools

So What About Us? Supports for students with social challenges in a high school setting

Grades 6-12 Session
(Tuesday)

This presentation will describe how social supports services, rooted in the Social Thinking® program by Michelle Garcia Winner, were developed and implemented into our district. The session will primarily focus on High School supports, but even if you work with little ones, this will still be relevant, as you will be inspired to see how students can progress as they grow up. High-schoolers with social challenges, many diagnosed on the Autism Spectrum, don't necessarily "qualify" for traditional academic accommodations as many are quite intelligent. Yet, in looking at the complexity of the social world, especially in what is expected of them post graduation, we recognize that they require direct social instruction to meet their full potential....even if they are currently getting an A in Chemistry. This session will give a brief overview on the learning needs of socially challenged children as well as a summary of the Social Thinking® Program. One reason our district chose this program is that its curriculum can follow a child's developmental needs as they progress through their schooling. This has made our job easier as students now come up to the high school already having learned social skill concepts at the middle school, allowing us to continue teaching them even more! From an initial lunch bunch group of 4 students, to weekly social skill instruction groups, to now 2 Social Support Center classes that run daily, we've come a long way! We have seen amazing student success with these supports. Depending on schedule, students and parents may be at the session to tell you themselves!

Alison Ciccone
Uxbridge Public Schools

Are All Questions Created Equal?

K-8 Session
(Tuesday)

Did you know that teachers ask up to two questions a minute, up to 400 per day?!! Are you getting the biggest bang for your buck when you ask questions? Do you ask questions

like "What is $6+7$?" or are they more like "Prove to me that $6 + 7=13$ ". Is one better than the other? Does it matter? In this session, we will delve into the art of questioning in the math classroom. According to the standards for math practice, students need to justify their reasoning, explain their thinking, and know why and how math works. How do we create opportunities for this? What expectations do we have for students? How do we foster thinking and reasoning through strategic questions? Join in the chat as we question our questioning! Guides for strategic questioning will be shared with participants.

Alison Mello
K-8 Math/Science Director
Foxborough Public Schools

Tools Not Tricks: Using Mathematical Tools to Promote Understanding.

K-6 Session
(Tuesday)

This session will highlight how to utilize math tools to promote conceptual understanding. Time to dust off those manipulatives and find new purposes for them! How can pattern blocks be used for more than attributes? How can base-ten blocks support more than place value? Is there more to fractions than circles??

Alison Mello
K-8 Math/Science Director
Foxborough Public Schools

HELP! My students are counting on their fingers! The truth about fluency and how to achieve it.

K-6 Session
(Wednesday)

Fingers play an critical role in early numeracy. Are you thinking "Ok, but why are my students STILL using their fingers?" Why do kids get stuck in the finger zone? How can you move them out of it? What is fluency and how is it related to fingers? Learn strategies that emancipate kids from fingers and show that there is more to math than counting!

Alison Mello
K-8 Math/Science Director
Foxborough Public Schools

Building Number Sense through Routines

K-8 Session
(Wednesday)

How can changing one word dramatically improve understanding? Which visual models and routines deepen number sense? What questions should you ask to reveal student understanding? In this interactive session, you will fill your toolbox and leave armed with routines, questions and visuals to help you build number sense! Small changes = big results!

Alison Mello

K-8 Math/Science Director
Foxborough Public Schools

The Power of Microsoft Classroom

5-12 Session
(Tuesday and Wednesday)

In this workshop participants will learn to use Microsoft Classroom to assign and collect student work. Microsoft Classroom allows teachers to leverage the tools included in the Office365 suite such as OneNote, Word, Forms and Sway or to simply reduce the amount of time spent in the copy room each day. Participants will practice creating assignments, updating their class calendar, and providing feedback on assignments within the program.

Alyssa Mocharnuk

Foxborough Public Schools

Student Collaboration in OneNote

7-12 Session
(Tuesday and Wednesday)

In this workshop participants will learn how to use the Collaboration Space in OneNote in order to improve their practice. Collaborative activities range from lab reports to test review, small group practice to summative unit projects. Teachers will learn how to increase student engagement through using technology and collaboration, while exploring the accountability features built into OneNote. Participants will leave with at least one collaborative assignment ready to use in their classroom.

Alyssa Mocharnuk

Foxborough Public Schools

Connecting Representations: An instructional routine to develop structural thinking in ALL math learners

Grades 4-10
(Tuesday)

Developing structural thinking in students can feel abstract, without a clear pathway. Teachers often ask what it looks like, sounds like, and how to support struggling learners as they look for and make use of structure. In this session, participants will engage in a repeatable design for learning that fosters structural thinking in all learners. They will leave the session understanding the instructional routine Connecting Representations, knowing the 'baked in' research-based supports for special populations, and be ready to bring the routine back to their classrooms and districts.

Amy Lucenta

Coauthor of *Routines for Reasoning: Fostering the Mathematical Practices in All Students*

Meet the Needs of All Math Students through the Recognizing Repetition Instructional Routine

Grades 4-8 Session
(Wednesday)

The predictable nature of instructional routines makes them powerful tools for engaging students with special needs and English language learners. Learn how the uniform design of the Recognizing Repetition routine incorporates research-based support strategies to develop repeated reasoning (MP8) in all students. Experience the routine and discuss supports baked into its design that provide special populations access to repeated reasoning and support in generalizing & communicating repetition.

Amy Lucenta

Coauthor of *Routines for Reasoning: Fostering the Mathematical Practices in All Students*

The Mindful Teacher

K-12 Session
(Tuesday)

This session introduces teachers and education staff to mindfulness practices, specifically to strengthen social emotional learning in students and effective leadership in teachers/educators. The teacher is the anchor in the classroom where students learn not just by what is spoken, but also by what is embodied.

April Frazier

Ahimsa Mindfulness and Yoga Consulting

How to Bring Choice to Reader's Workshop

K-4 Session
(Tuesday and Wednesday)

Do you want to improve student engagement in reading? This workshop will focus on allowing students to make choices during Reader's Workshop to deepen reading engagement and motivation. It will take the Daily 5 model and show how you can allow students movement and choice within the workshop model. It will also show how this model can help balance guided reading time with conferring.

Ashley Craig

Natick Public Schools

Small Adjustments Have a Big Impact: Creating an Inclusive Classroom Environment

K-6 Session
(Tuesday and Wednesday)

This workshop will focus on how to create a classroom environment that optimizes learning for all students. You will learn how to make universal accommodations that benefit all children. You will leave with several ideas on how to take specific accommodations for students on IEPs and make them universal accommodations for all students.

Ashley Craig

Natick Public Schools

Getting to the Root Cause of Emotional, Learning and Cognitive Challenges

K-6 Session
(Tuesday and Wednesday)

This movement-based workshop provides a simple overview of the beginning stages of brain development and how it sets up the nervous system for life-long learning, coping skills and coordination. An introduction to the importance of primitive reflex development and clues that suggest immaturities in the brain will be covered. With this frame of reference, participants will then experience fun, movement-based activities, including Brain Gym® that can easily be used to optimize children's success.

What does this mean for your students?

Improved student self- responsibility, reduced fears and tantrums; better coping skills; higher communication abilities; more relaxed and engaged in the learning process.

Brain Fit Academy, Inc

Literacy & Leadership: Challenging & Changing the Status Quo in Schools

K-8 Session
(Tuesday and Wednesday)

This Literacy and Leadership workshop will highlight reforming RTI practices. We will discuss the impact of embedded research based instruction, providing strategies for teachers to use in their day-to-day instruction. With the goal of achieving a 90% literacy rate in one school year, we will demonstrate how the neurological and developmental needs of students can be met effectively without the traditional "wait to fail" model. In addition to student and teacher impact, discussion will focus on leadership practices and process necessary to support this work. Data from five school districts that have reached a 90% literacy standards within one year of implementation will be shared. The workshop will highlight the impact of approaching literacy practices from a true RTI perspective, reformed. The methods discussed will enhance your current programs and student outcomes.

Carrie Thurston, MEd.

KJS Early Literacy Initiative

Using Mentor Texts to Scaffold

Writers

K-12 Session
(Tuesday)

The right book at the right time can make all the difference in our writing instruction. Mentor texts can truly serve as an additional teacher in the room when we show our students how to use them to try out craft moves to lift the quality of their writing. We will share how we use professional, teacher and student writing as mentor texts in our whole class, small group and individual lessons.

Clare Landrigan and Tammy Mulligan

Teachers for Teachers

A conversation with the CAFE book club

K-4 Session
(Tuesday and Wednesday)

Have you read the CAFE book by Gail Boushey and Joan Moser and started implementing the Daily 5 in your classroom? Then we are the workshop for you! Join us for a panel discussion about the Daily 5 and CAFE model of reading and writing instruction. This year we formed a book club while implementing this program in our classrooms. Please come and talk with a panel of grade K-4 teachers who are here to answer questions and share their successes and hardships...what worked? What were our challenges? What were our proudest moments? Come spend some time with us and get the truth behind the Daily 5 and CAFE models of instruction.

Danna Collins, Alicia Sham, Kerry Sturdy, Michele Reardon, Kerry Hoag, Jackie Zabbo and Sarah Sykes

Foxborough Public Schools

An Introduction to Daily 5

K-2 Session
(Tuesday and Wednesday)

In this workshop attendees will learn the Daily 5 Model and how best to implement it in the classroom. Through personal experience as well as video clips from the Daily 5 website those who attend will be able to see firsthand

the benefits for students who participate in this type of model.

Danna Collins and Alicia Sham

Foxborough Public Schools

Vocabulary Instruction for ELLs in the SEI Classroom

K-12 Session
(Tuesday and Wednesday)

In this workshop we will briefly review SEI instruction for ELLs, including how to define tiered vocabulary, and then spend the majority of the time learning how to identify and teach tier 2 and tier 3 vocabulary terms to ELLs in your class. This session is applicable to teachers of all content areas and grades. If you are looking for strategies that will help ELLs, as well as other students in your classes, while working SMARTER NOT HARDER, then this is the session for you.

Dawn-Marie Fernandes

Franklin Public Schools

Metacognition: The Power of Making Comprehension Visible

K-12 Session
(Wednesday)

“Reading is thinking.” What does that mean to you? Most thinking is not visible to others, so how can a teacher make comprehension visible? This overview of metacognition - and why it’s so critically important - will focus on practical strategies to help students read and comprehend text across all content areas. These metacognitive strategies are appropriate for students at all reading levels, grade levels, or ages. What they look like in practical application will be developmentally different, however. If you can “see” students’ comprehension, you’ll be a more effective educator and more equipped to intervene when confusions or misperceptions arise. Come and learn how to make your students’ comprehension “visible” to you – no matter what subject area or grade level you teach!

Debbie Spinelli

Superintendent of Schools
Foxborough Public Schools

Projecting Units of Study for Writing

K-4 Session

(Tuesday and Wednesday)

The goal of this workshop is to understand and use a process for projecting units of study for writer's workshop. Participants will practice reading like a writer, study stacks of texts looking for the authors craft and then use their own writing to see how mentor texts can influence writers as we try out techniques we find in the texts we study. Please bring your favorite read aloud with you to share and incorporate.

Dianne Casilli

K-8 ELA, Social Studies, and Title I Director
Foxborough Public Schools

Impact of Executive Function Weaknesses in School: Strategies for Success

K-12 Session

(Tuesday)

Participants will understand how executive function weaknesses affect students academically and emotionally. They will learn effective strategies and routines that build and support executive function processes such as self-awareness, flexible thinking, self-monitoring and checking, as well as strategies for decreasing stress. Participants will actively engage in activities that they can bring back to their classrooms.

Donna Kincaid, M.Ed.

Institute for Learning and Development,
Lexington, MA

Engaging the African American and Hispanic Students in a White Dominant Culture

K-12 Session

(Tuesday)

Examine the values commonly held by members who identify with the main stream culture, African American Culture, and Latino/Hispanic Culture. Identify and develop strategies for effectively responding to cultural differences that have the potential to cause a breakdown in communication or negatively

affect the progress and success of a student. This session also considers the impact of immigration on the student and his or family, and ways to address language barriers.

Holly Geffers

Foxborough Public Schools

Connecting with your Middle Eastern, Asian, South Asian, and Southeast Asian Students

K-12 Session

(Tuesday and Wednesday)

Examine the values commonly held by members who identify with the Middle Eastern Culture, Asian Culture, South Asian Culture, and Southeast Asian Culture. Identify and develop strategies for effectively responding to cultural differences that have the potential to cause a breakdown in communication or negatively affect the progress and success of a student. This session also considers strategies for avoiding stereotyping and falling into "the single story" mindset.

Holly Geffers

Foxborough Public Schools

Supporting Transgender and Gender-Nonconforming Students

K-12 Session

(Wednesday)

Creating gender inclusive schools helps to increase opportunities for student engagement while supporting social and emotional learning in an environment that is rooted in respect, safety and equal access for all students. This interactive workshop will move beyond the basics of laws and policies. Together, we will explore challenging case studies designed to increase awareness of gender-based bias, counter negative stereotypes, prevent harassment, and promote a healthy and safe learning environment for all students.

Jason Wheeler

Department of Elementary and Secondary
Education

Getting struggling math students to mathematize their world and engage them in meaningful procedures

5-8 Session
(Tuesday and Wednesday)

Students who struggle with computation rarely learn to appreciate math in their worlds. They have a difficult time seeing themselves as mathematicians capable of doing math. In this session you will explore activities aimed to get students to mathematize the world around them while developing computational skills within a meaningful context.

Jen McAleer
The Carroll School

Keeping it Concrete - Rekenreks

K-2 Session
(Tuesday and Wednesday)

A Rekenrek is a math tool that is used to teach a range of strategies for addition, subtraction, multiplication and more! Learn what makes this mathematical model so compelling for young learners, and so powerful for the development of their mathematical understanding!

Jen Powers
Foxborough Public Schools

Kids who Challenge Us: Increasing Work Engagement and Reducing Oppositional Behavior in Students

K-12 Session
(Tuesday)

Among the many reasons new teachers leave the field within their first five years, disruptive students are on the top of the list. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school. As a result of this workshop participants will be able to easily implement preventive tools, strategies, and interventions for increasing work engagement, initiation, persistence, and self-monitoring.

Jessica Minehan, MEd, BCBA

Strategies and Scaffolds: Bridges to Understanding for Struggling Math Learners

5-9 Session
(Tuesday)

Over the decades, the National Council of Teachers of Mathematics continually evaluates and recommends new standards for effective math instruction in the United States. Historically, the pendulum swings from building a foundation of math procedural skills through direct instruction to emphasizing quantitative reasoning and problem solving using a constructivist approach. What has NOT changed is the fact that our math classrooms are comprised of students who have diverse learning styles. Currently, the math curriculum aligned with the Common Core State Standards leans toward the more challenging constructivist approach to meaningful problem-solving. This session will explain the developmental factors that affect math, discuss the ways different types of learning problems affect the acquisition of math skills, and share differentiated math learning strategies. These strategies have been used successfully by both math teachers and special education teachers.

Joan Steinberg, M.Ed
Institute for Learning and Development,
Lexington, MA

Grading and Feedback with OneNote

K-12 Session
(Tuesday and Wednesday)

This presentation will focus on how we can use OneNote to help the students ask questions and gain feedback from the teacher/students and how the teacher can use the individual backpacks to grade assignments.

Karen Borges
Foxborough Public Schools



Note Taking and Content dissemination using OneNote

6-12 Session
(Tuesday and Wednesday)

This workshop is designed to explain how teachers can use the different spaces to provide online content knowledge to their students through the use of OneNote and the other Microsoft Office products like Word, Excel, and PowerPoint within the OneNote.

Karen Borges
Foxborough Public Schools

Understanding Identities: Race, Gender, Sexuality

K-12 Session
(Tuesday and Wednesday)

Kate Kelly and her students sparked a movement in the Canton district where educators collaborate with students on honest, sometimes, uncomfortable discussions about race, gender, sexuality, implicit bias, and privilege. In this workshop, participants will question their privileges and examine their biases, and through this reflection, begin looking at the impact thoughts have on actions. Each participant will leave with ideas and questions that expand empathy, allowing for better connections in the classroom that go beyond the identity labels we see in the media. Through this reflection and conversation, our educators and youth will gain a better understanding of each other as human beings, allowing us to work together to influence systemic changes.

Kate Kelly
Canton Public Schools

Intro to Number Talks

K-8 Session
(Wednesday)

Change your students' views of mathematics, develop their mental math skills, teach them number sense and engage them each day in math experiences that will be critical for future learning.

Kristie Dietz and Jenifer Carline
Norton Public Schools

Exploring Rich Math Tasks in Middle School

5-8 Session
(Tuesday and Wednesday)

Participants will experience a variety of rich math tasks that can be implemented in any class. We'll look specifically at 3 Act Problems, Low-Floor High-Ceiling problems, Problems of the Week, etc. and how you can implement them in your classroom.

Kathy Gruzynski
Belmont Day School

Skills for Helping Students with Anxiety and Depression

K-12 Session
(Wednesday)

The presentation will teach practical tools pulled directly from cognitive-behavioral therapy (CBT) and dialectical behavior therapy (DBT) that will support students experiencing anxiety and depression. The included skills will be specially chosen and tailored for a school setting, with the aim of being both easy to implement during a busy school day and effective at enabling students to rise to the demands of a school environment. The presentation will include didactic instruction as well opportunities to practice and problem-solve skills through discussions and activities.

Katie Thorpe Blaha, PhD
McLean Hospital

Digi-Blocks - Building Place Value

1-4 Session
(Tuesday and Wednesday)

Learn how to use the tool that truly embodies our base-10 number system. Kids will be able to compose and decompose numbers from hundredths to thousands. There's no guessing or trading with digi-blocks! Teach children how to *do* the math with these blocks and the written computation work will just make sense.

Katie Young
Foxborough Public Schools



Across the Board in Content

4-12 Session
(Wednesday)

Participants will quickly review aspects of language acquisition that impact student learning for EL. The bulk of the work shop will be on creating tasks and learning opportunities that provide access for EL students based on instructional strategies.

Maria Campanario, M.Ed., CAGS

Learning Specialist for Special Populations,
McGraw-Hill Education

Pre to Post: EL Students and Eligibility

K-12 Session
(Wednesday)

Ability versus difference has been given much attention as educators make decisions about determination of eligibility for special education services. However, we have not given the same attention to data and RtI or MTSS protocols. There are multiple challenges reviewing data and instructional practices to determine eligibility for special education services. There are often missing opportunities to shape instruction by remedying the access and learning gap for emergent bilinguals. Participants will be provided a brief overview of the policies of IDEA, RtI, MTSS and the impact on bilingual populations. The remaining portion of the session will be spent on a discussion of current practices for meetings. We will conclude by having a discussion on the risk of both under and over representation in special education.

Maria Campanario, M.Ed., CAGS

Learning Specialist for Special Populations,
McGraw-Hill Education

Building Intrinsic Motivation in Middle Level Readers

6-8 Session
(Tuesday and Wednesday)

We're the Crazy Reading Ladies. We have a reputation for being loud, honest, and funny. Anyone who has attended one of our sessions (or the session next door) can tell you that we are more than a little passionate about what we do. We believe in thinking outside of the box. We're not afraid to break a few rules as long as they motivate adolescents to read...and it works. This session isn't designed to prove to you that sometimes teachers have to get a little crazy to get kids to read; you already know that. Instead, let us share with you some of our most successful strategies, projects, and ideas that get kids and families reading and laughing right along with us!

Mary Cotillo and Erin O'Leary

(aka The Crazy Reading Ladies)

iPads: Making your math workshop stronger

K-4 Session
(Tuesday and Wednesday)

Students in today's society are part of a digital generation. They are technologically advanced and often respond positively to all types of technology. As teachers, we need to understand and know how to use technology so that we can access the digital world! During this workshop we will discuss the importance of technology and why we need to have/use/love technology to connect with these children. We will also be learning about specific math applications for iPads that can be used for small group instruction during a math workshop as well as applications for independent practice. Please bring an iPad to this workshop, or one to share with a colleague, because there will be opportunities to download applications and explore!

Meghan McGuire

Foxborough Public Schools

Leveling Your Math Stations to Make Math Workshop Rock!

K-6 Session
(Wednesday)

Leveled Fluency Workstations and Leveled Problem Solving Workstations are the next step in targeting instruction and improving student achievement. They allow us to engage all students with purposeful practice. Math toolkits are essential to scaffolding thinking! Math Intervention that works is so necessary in schools today from kindergarten on. This session will share strategies to make every minute of your math workshop count!

Nicki Newton Ed.M., Ed.D.

Foundational Understanding of American Government

4-12 Session
(Tuesday and Wednesday)

There are 3 levels of civic learning, each going into greater detail and learning for different grade levels.

Level 1 - grades 4-6; Level 2 - grades 6-9;
Level 3 - grades 9 -12

At each level a study of the principles, values and institutions of government are examined. Opportunities for interactive activities for each lesson, as well as a class activity to galvanize their learning - the simulated congressional hearing will be experienced! Each participant will receive a free text for the level they teach or they think best for their students.

Roger Desrosiers

Massachusetts Center for Civic Education,
MA State Coordinator for the We the People:
the Citizen and the Constitution,
MA District Coordinator for Project Citizen

Internal Family Systems in Schools

K-12 Session
(Tuesday and Wednesday)

Learn how to use Internal Family Systems therapy with school age children. This course will introduce you to the IFS model and how to use its strategies and language with your students to aid in their ability to regulate their emotions and behaviors in the classroom.

Philip Alessi , NCSP, LMHC, LEP
Norfolk Counseling Services

Working With Government In Solving Community

6-12 Session
(Tuesday and Wednesday)

There are two levels for this civic engagement program. Level 1 - grades 6 -8 or Level 2 - grades 9-12

Engaging students in the process of solving school, community, local or possibly state issues is the aim by learning about and developing public policy. Students are encouraged to work with government officials and in choosing an issue, researching it, determining a solution and providing an action plan to carry it out. Each participant will receive a free text for the level they teach.

Roger Desrosiers

Massachusetts Center for Civic Education,
MA State Coordinator for the We the People:
the Citizen and the Constitution,
MA District Coordinator for Project Citizen

Civics Through Literature

K-3 Session
(Tuesday and Wednesday)

This is an opportunity to encourage reading about the fundamental values in promoting civic dispositions. Focusing on Authority, Responsibility, Justice, and Privacy, students learn essential civic values through storytelling! Activity books for each value will be given to each participant.

Roger Desrosiers

Massachusetts Center for Civic Education,
MA State Coordinator for the We the People:
the Citizen and the Constitution,
MA District Coordinator for Project Citizen



Conferring in the Workshop Model: Developing a System That Works for You

K-6 Session
(Tuesday and Wednesday)

This workshop will explore the various ways and resources through which teachers can confer with students in the workshop model to keep it manageable and focused. Conferring is where you can provide impactful, individualized instruction, but is also a process that takes time to develop. We'll review resources and discuss ways to balance in-person, and "silent" conferences that attend to both students' reading strengths and areas for growth to improve students' learning toward mastery of the standards.

Steven LaBounty-McNair
Medway Public Schools

Conversations about Guided Reading

K-6 Session
(Tuesday)

Teachers frequently say, "Just tell me what it is I need to do and I'll do it." They simply want training and support in order to be effective. If this is true for you about Guided Reading instruction, then this session may just be the perfect fit! This session will support both the teacher who is new to reading instruction and the seasoned veteran as we examine Guided Reading as a dynamic small group instructional practice. The content will address the difference between guided reading and other small group instruction, how to meaningfully engage students in authentic independent work while the teacher takes groups, how to use the information gleaned from your teaching and how to keep it fresh and engaging for your readers.

Susan Forrest
Foxborough Public Schools

CAFE: Engaging All Students in Daily Literacy Assessment & Instruction

K-4 Session
(Tuesday and Wednesday)

The Daily Five sets up the structure for creating independence among the readers in your classroom. The CAFE Book is a companion book that gives teachers the knowledge to provide each student with exactly what they need to grow as a reader. This workshop will give an overview of the CAFE by exploring the first three chapters of The CAFE Book by Gail Boushey and Joan Moser. Participants will gain knowledge of the CAFE Menu Assessment System, CAFE Notebooks, and record-keeping. We will also begin the planning process of using the CAFE in the next school year and how to implement CAFE into your classroom.

Wendy Smith
Foxborough Public Schools

