



National Charter Schools
TEACHER INSTITUTE

**Session Descriptions
& Presenters' Bios**

Sunday, June 21, 2009

Walter E. Washington Convention Center
Washington, D.C.



Reading

Analyzing Student Work To Focus Instruction

Subject: Looking at student work, Reading, Writing

Grades: 4-9

Reading and Writing is a symbiotic relationship; they need each other to succeed. In an increasingly demanding world of literacy, it has become critical that students know how to write effectively. This interactive workshop will allow participants to experience a process used to analyze student work and determine what students need to help them meet or exceed standards. Participants will leave with strategies on how to focus instruction in order to develop good writers.

Michelle Thompson

Michelle Thompson is currently a reading specialist at Sequoyah Middle School in DeKalb County, Ga. She is an active member of the DeKalb County Professional Learning Corps and a teacher support specialist. Michelle has been educating students from kindergarten through eighth grade for the past 20 years, and her enthusiasm for teaching has also been exhibited through her facilitation and development of workshops for educators, administrators, universities and community organizations as a professional development consultant. Michelle received her bachelor of arts in elementary education at Long Island University in Greenvale, N.Y., her master of special education at City University of New York at Queens College and her supervisor of education certificate at Rowan University in N.J.

Building Fluency: Do It Well and Do It Right!

Subject: Reading

Grades: K-5

Fluency plays a critical role in word recognition and reading comprehension skills. This workshop addresses the research-based fluency strategies designed to meet the needs of students in kindergarten through fifth grades. Learn strategies for beginning readers, prosody instruction and how to use daily fluency models.

Molly McCabe

Molly McCabe currently works as a reading coordinator for the Riverside County Office of Education. She brings 16 years of experience as a teacher in grades kindergarten through eight. She has also served as a mentor teacher and literacy coach at a Title I school. In her current position, she supports schools and districts in the implementation of scientifically based reading research, data analysis, coaching and research-based strategies.

Charting the Course: A Comprehensive Reading Model Pre-K Through Grade 6

Subject: Inclusion/ special education, Reading

Grades: K-6

In Anne Arundel County, Md., reading instruction is being strengthened under a three-tiered model whereby service and instruction are shared among all staff, and every student is the responsibility of the school community. Gather information about how to integrate ongoing progress monitoring and accountability through small- and large-scale assessments, identify new instructional designs that will benefit every subgroup and identify the means to ensure that students with disabilities will receive high-quality reading instruction within a seamless instructional system.

Bernadette Grizzell

Bernadette Grizzell is a special education resource teacher and a facilitator for alternative reading interventions for elementary students receiving special education services in Anne Arundel County, Md., Public Schools. She works with students, teachers, principals and district administrators to identify the specific needs of students who are not having success learning to read and then assists schools with implementation of the necessary student support. Bernadette also supervises the literacy support staff and has participated in the design and implementation of the district's recently adopted three-tiered model of reading instruction. Bernadette has a master's degree in speech/language pathology and certification in administration and supervision. She has presented at local, state and national conferences on topics related to special education and speech pathology.

Comprehension Strategies for Secondary Students

Subject: Reading

Grades: 6-12

Research indicates that 100 percent of students entering high school are at risk of failing due to the increased demands and difficulty level of content reading. Secondary students need strategies to help them to find meaning in difficult texts. In this session, participants will engage in a variety of research-proven comprehension strategies that can be adapted for use in multiple content areas.

Tracy Wilson

Tracy Wilson is the reading intervention teacher at Buckhorn High School in New Market, Ala. She is a National Board Certified Teacher. Working primarily with students who read below grade level, her research-proven approaches have affected hundreds of students who were dramatically at-risk of not passing state reading exams or graduating from high school. Chairing the school's literacy leadership team and partnering with the Alabama Reading Initiative, she has been an integral part of Buckhorn High School's reform movement toward 100 percent literacy. She has presented for the Alliance for Excellent Education to an expansive audience of policymakers in Washington, D.C., in an effort to secure funding to expand current reforms to improve adolescent literacy across the United States.

Comprehension Strategies: Unlocking the Mystery of Text Comprehension

Subject: Reading

Grades: K-5

In this session, a direct instruction model is used to present research and information about how reading comprehension strategies can be taught explicitly and systematically to students from kindergarten to 12th grade, how student success can be measured and what steps to take when students are unsuccessful. Learn how to improve the meta-cognitive skills of students through multi-strategy instruction. Learn to incorporate oral language activities and the use of mental images to address the needs of students learning at all levels. Participate in activities recognized as highly effective in meeting the needs of English language learners and struggling readers.

Caryn Lewis

Caryn Lewis is the reading coordinator for the Riverside County Office of Education in Riverside, Calif. Caryn has worked as a curriculum implementation specialist, staff development presenter, beginning teacher support and assessment support provider and a classroom demonstration coach in Title I schools in which a majority of students are designated as limited English proficient. Caryn works directly with administrators, teachers and reading coaches in an effort to raise student achievement through data-driven decisions and standards-based instruction. She holds a master of arts in education with an emphasis in teaching.

Decoding to Encoding

Subject: Reading

Grades: K-3

In this session you will learn about the progression of skills which students go through to become proficient decoders and spellers. The focus is on developing phoneme awareness, systematically teaching phonics and applying the skills learned in the spelling of their authentic writing. While this session features the research, it also includes lots of ready-to-go classroom strategies.

Karen Valdes

Karen Valdes has worked as a kindergarten through fifth grade regular and special education teacher since 1981. She has been involved in education for the past 25 years and trains teachers and administrators in research-based instruction. Karen has also served as a mentor and master teacher and university instructor. She previously served as the regional director for the Riverside County Office of Education's Riverside County Achievement Team program and is currently the assistant superintendent of curriculum and instruction for the Menifee Union School District. Karen has been recognized twice as a district Teacher of the Year and Riverside County Teacher of the Year. Karen has a master's degree in special education and advanced certification for working with English language learners.

Engaging Reluctant Students

Subject: Classroom/ behavior strategies

Grades: K-12

Poor student motivation has become an epidemic in schools across this nation. This session explores a variety of strategies teachers can utilize in their classrooms in order to increase the likelihood of academic success with reluctant students.

Lynn Figurate

Lynn Figurate has served as a teacher, a literacy coach, a staff developer and an assistant principal throughout his educational career. He has been spotlighted by the U.S. Department of Education for his efforts in helping all students succeed. He has assisted in a variety of Department of Education initiatives including Teacher Roundtables, the Research-to-Practice Summit, Teacher Updates, Education News Parents Can Use and has been a member of the Regional Advisory Committee. Lynn recently joined the Riverside County Achievement Team as a reading coordinator.

Improving Fluency To Increase Comprehension for Struggling Adolescent Readers

Subject: Differentiated instruction, Inclusion/ special education, Reading

Grades: 6-12

Research indicates that many middle and high school students who struggle with reading comprehension also have difficulty with reading fluency. The purpose for reading has shifted from learning to read to reading to learn, and the amount of reading and difficulty of text continue to increase, while their understanding continues to decrease. Secondary students who do not read with automaticity spend an incredible amount of time and energy reading individual words and phrases instead of the real reading task--comprehension. In this session, participants will learn about age-appropriate strategies proven to improve reading fluency for adolescent readers.

Tracy Wilson

Tracy Wilson is the reading intervention teacher at Buckhorn High School in New Market, Ala. She is a National Board Certified Teacher. Working primarily with students who read below grade level, her research-proven approaches have affected hundreds of students who were dramatically at-risk of not passing state reading exams or graduating from high school. Chairing the school's literacy leadership team and partnering with the Alabama Reading Initiative, she has been an integral part of Buckhorn High School's reform movement toward 100 percent literacy. She has presented for the Alliance for Excellent Education to an expansive audience of policymakers in Washington, D.C., in an effort to secure funding to expand current reforms to improve adolescent literacy across the United States.

Intervention Before Assessment: Making Sense of the RTI Model

Subject: Assessment, Data, Reading

Grades: K-12

With the reauthorization of IDEA in 2004 and the No Child Left Behind Act of 2001, educators are coming together to ensure that all children regardless of their educational status are making progress in their instructional environments. This session will present the key components of the response to intervention model for reading instruction. Learn about ways to unify general and special education at a district, school or grade level. Participate in small group discussion while examining components of a three-tiered model of reading instruction.

Bernadette Grizzell

Bernadette Grizzell is a special education resource teacher and a facilitator for alternative reading interventions for elementary students receiving special education services in Anne Arundel County, Md., Public Schools. She works with students, teachers, principals and district administrators to identify the specific needs of students who are not having success learning to read and then assists schools with implementation of the necessary student support. Bernadette also supervises the literacy support staff and has participated in the design and implementation of the district's recently adopted three-tiered model of reading instruction. Bernadette has a master's degree in speech/language pathology and certification in administration and supervision. She has presented at local, state and national conferences on topics related to special education and speech pathology.

Narrative Writing: Telling Our Stories

Subject: Writing

Grades: 3-12

Participate in lessons designed to help student writers tell their own stories, both fictional and non-fictional. Topics include planning the narrative, creating the narrative hook/lead, using appropriate transitions and writing an effective ending. Also, the different genre of narrative writing will be discussed.

Deana Hipple

Deana Hipple recently retired after having taught secondary language arts in the Corona-Norco Unified School District (CNUSD) for 32 years. Most recently, she taught sophomore honors language arts and an intervention class for students who have not passed the California High School Exit Exam. Deana has served in her school as a mentor teacher and an intern coach. She has been a member of the CNUSD Writing Cadre since 1995 and has led writing assessment scoring sessions for grades 6-10. She has conducted workshops in writing across the curriculum, writing to meet the California Content Standards in language arts and addressing the needs of the kinesthetic learner in the language arts classroom. Currently, Deana is conducting workshops in teaching writing for the Riverside County Office of Education. In 2004, she was named CNUSD Teacher of the Year and Riverside County Teacher of the Year. She has also been honored with Outstanding Teacher Recognition from the University of California in 1997 and 2005.

Reading: Explicit Instruction for Exceptional Results

Subject: Reading

Grades: 4-9

The National Reading Panel compiled the findings on scientifically based research on “what works” in reading instruction. Learn about the five areas of reading instruction that help children become successful readers, including:

- phonemic awareness,
- phonics instruction,
- fluency,
- vocabulary instruction and
- comprehension.

In this interactive workshop, participants will use the seven habits of good readers to provide and model explicit instruction in reading for students.

Michelle Thompson

Michelle Thompson is currently a reading specialist at Sequoyah Middle School in DeKalb County, Ga. She is an active member of the DeKalb County Professional Learning Corps and a teacher support specialist. Michelle has been educating students from kindergarten through eighth grade for the past 20 years, and her enthusiasm for teaching has also been exhibited through her facilitation and development of workshops for educators, administrators, universities and community organizations as a professional development consultant. Michelle received her bachelor of arts in elementary education at Long Island University in Greenvale, N.Y., her master of special education at City University of New York at Queens College and her supervisor of education certificate at Rowan University in N.J.

Repeated Reading: Making the Grade

Subject: Reading

Grades: K-12

In this session, participants will discover innovative uses for the repeated reading procedure. Participants will learn the rationale for using repeated reading and procedures for designing their own repeated reading material for use in their classrooms. This research-based procedure will provide new ways for students to improve reading skills in the content areas.

Steve Harmon

Steve Harmon is currently a reading coach at a K-5 school in Alabama. Steve has taught for over 30 years in a combination of university, public school, and private school environments. Steve holds a Master’s degree in Speech-Language Pathology. He has presented at national conferences such as the American Speech and Hearing Association and the University of Georgia Summer Institutes. In addition, Steve has presented at state and local levels in the areas of language and reading.

Sentence Expansion: Developing Writing, Syntax and Grammar Skills

Subject: Writing

Grades: 2-8

In this interactive session, participants will learn how to teach students to write an expanded sentence. Using explicitly taught, sequential steps that can be replicated and varied, teachers will practice the actual manipulations their students will undergo. This sentence expansion is ideal for cooperative learning in the classroom and will be practiced in like manner in the workshop. The application of this procedure to content area subjects will be demonstrated and practiced. The sentences written in the workshop will be used to demonstrate how students learn the concept of phrasing and its reciprocal relationship to comprehension.

Steve Harmon

Steve Harmon is currently a reading coach at a K-5 school in Alabama. Steve has taught for over 30 years in a combination of university, public school, and private school environments. Steve holds a Master's degree in Speech-Language Pathology. He has presented at national conferences such as the American Speech and Hearing Association and the University of Georgia Summer Institutes. In addition, Steve has presented at state and local levels in the areas of language and reading.

Supporting Reading Comprehension of Limited English Proficient Students in the Content Areas

Subject: English learners, Reading

Grades: 6-12

Participate in a session that provides an overview of strategies to support limited English proficient students in the science or social studies classroom. Special emphasis will be placed on strategies for pre-reading expository text, providing access to core curriculum and integration of language instruction within the secondary classroom.

Molly McCabe

Molly McCabe currently works as a reading coordinator for the Riverside County Office of Education. She brings 16 years of experience as a teacher in grades kindergarten through eight. She has also served as a mentor teacher and literacy coach at a Title I school. In her current position, she supports schools and districts in the implementation of scientifically based reading research, data analysis, coaching and research-based strategies.

Unlocking Vocabulary in the Content Classroom

Subject: Reading

Grades: 4-10

Vocabulary is the gatekeeper that prohibits many students from fully comprehending text. Content area vocabulary, often technical and specialized, can be especially challenging. This session for middle and secondary content teachers will provide research-based strategies from authorities such as Isabel Beck, Janet Allen, Karen Wood and Doug Buehl to help students master vocabulary. Strategies presented will include pre-reading and post-reading strategies.

Theresa Hinkle

Theresa Hinkle recently retired after a 32-year career as a teacher at the middle level. She is a National Board Certified Teacher and has taught a variety of subjects ranging from English, reading, history and gifted education. Theresa has been a team leader, grade level and department chair, member of the school instructional team and chair for the school leadership team. In addition, she has written curriculum for the school district. Both her school and her district have honored Theresa as the Teacher of the Year. For the past 15 years, she has been active in the North Carolina Middle School Association, where she has served in a variety of positions, including president. Theresa has served two terms as the teacher trustee on the National Middle School Association Board of Trustees and is currently president of that organization. She has presented at numerous state and national conferences and has worked with schools and school systems across the country.

Vocabulary Development for K-5 English Learners: An Everyday Occurrence

Subject: Reading

Grades: 4-10

Doing What Works is the Department of Education's initiative to bring applied research to the classroom by providing multi-media tools to teachers and teacher educators that illustrate research-based practices. All materials are web-based and include interviews with experts and practitioners, demonstrations of school and classroom applications, and practical tools. In this session, you'll see how teachers build vocabulary, especially academic English. You'll also get practical experience with sample tools and planning templates.

Jennifer Ballen Riccards

Dr. Riccards is currently a Management and Program Analyst at the U.S. Department of Education, in the Office of Planning, Education, and Policy Development. She manages the Doing What Works website, an exciting new initiative to assist educators in implementing research-based practices in schools and classrooms. Previously she has worked with numerous grantees of the Bill & Melinda Gates Foundation, including the Texas High School Project and the National League of Cities. Dr. Riccards has also worked at Turning the Page, a non-profit organization working to increase family and community involvement in District of Columbia schools, the White House Millennium Council, and the National Board for Professional Teaching Standards. She began her career at the U.S. Department of Education working on issues around family involvement in education. Dr. Riccards has an

Ed.D. in educational leadership from the University of Pennsylvania, with dissertation work focused on the Washington, D.C. school voucher program. She also holds an M.A. in education policy analysis and a B.A. in psychology, both from Stanford University.

Nikola Filby

During three decades in educational R&D, Filby's work has consistently spanned the boundaries between research and practice. She has directed collaborative projects that bring educators together across organizational and state boundaries to learn with and from each other and support improvements in practice based on R&D. She has been a leader in interorganizational projects to develop R&D resources for educators across the nation. Filby currently directs the Innovation Studies Program at WestEd, which aims to help educators learn about and implement promising ideas from research and practice. As director, she oversees the development of Innovation Guides, a major series of publications produced for the Office of Innovation and Improvement in the U.S. Department of Education, as well as web-based dissemination projects. She directs the Doing What Works initiative, in partnership with AIR and RMC, to produce a website that builds on research reviews by the Institute of Education Sciences to help educators not only understand but do what works. The Doing What Works website provides expert interviews, multimedia descriptions of schools using the research-based practices, and tools to support planning and implementation. She received a BA in psychology from Wellesley College and a PhD in educational psychology and learning from Stanford University.

Vocabulary Instruction: Giving LEP Service

Subject: English learners, Reading

Grades: K-5

This session will review the scientifically based reading research on vocabulary for Limited English Proficient (LEP) students and review the research-based methodology for vocabulary identification strategies. Participants will practice direct vocabulary instruction for specific words and word parts incorporating cognate instruction and rehearse the strategies of how to use context clues to determine the meaning of unknown words.

Lynn Figurate

Lynn Figurate has served as a teacher, a literacy coach, a staff developer and an assistant principal throughout his educational career. He has been spotlighted by the U.S. Department of Education for his efforts in helping all students succeed. He has assisted in a variety of Department of Education initiatives including Teacher Roundtables, the Research-to-Practice Summit, Teacher Updates, Education News Parents Can Use and has been a member of the Regional Advisory Committee. Lynn recently joined the Riverside County Achievement Team as a reading coordinator.

Writing in Content Areas for LEP Students

Subject: Differentiated instruction, English learners, Reading, Writing
Grades: 4-12

Writing plays a critical role in learning English and comprehending content material. Examine research-based text comprehension by looking at note-taking strategies and single paragraph creation to summarize content. Learn to use strategies designed to meet the needs of LEP students in grades 4 through 12. Learn and practice techniques that focus on note-taking and single paragraph writing in different content areas in order to develop LEP writers.

Mike Barney

Mike Barney of Palm Desert, Calif., has been a teacher since 1989. He has been a college English as a second language teacher, kindergarten through eighth grade language arts teacher, primary teacher, project teacher, mentor teacher, assistant principal, principal and an independent language arts and technology consultant. Mike has authored two children's books. He has been recognized as an outstanding literacy teacher by the non-profit American Literacy Corp. He is now a director for the Riverside County Office of Education where he works directly with students, teachers, principals and district administrators. His first steps include walking schools through tools to analyze and apply data to each classroom. Using the analyzed data as a basis, he assists schools to successfully implement scientifically researched strategies in each classroom through a hands-on process. Mike brings a unique aspect of balance of content knowledge with frequent classroom demonstration lessons and instructional coaching.

Writing in the Content Area

Subject: Writing
Grades: 6-12

Writing plays a critical role in comprehending content material. Examine research-based text comprehension by looking at the text structures, using note-taking strategies and summarizing content. Learn to use strategies designed to meet the needs of students in grades six through 12. Learn and practice techniques that focus on paragraph writing in different content areas in order to develop fluent writers.

Mike Barney

Mike Barney of Palm Desert, Calif., has been a teacher since 1989. He has been a college English as a second language teacher, kindergarten through eighth grade language arts teacher, primary teacher, project teacher, mentor teacher, assistant principal, principal and an independent language arts and technology consultant. Mike has authored two children's books. He has been recognized as an outstanding literacy teacher by the non-profit American Literacy Corp. He is now a director for the Riverside County Office of Education where he works directly with students, teachers, principals and district administrators. His first steps include walking schools through tools to analyze and apply data to each classroom. Using the analyzed data as a basis, he assists schools to successfully implement scientifically researched strategies in each classroom through a hands-on process. Mike brings a unique aspect of balance of content knowledge with frequent classroom demonstration lessons and instructional coaching.

The Persuasive Composition: A Scaffolded Approach

Subject: Writing

Grades: 5-12

Learn how scaffold lessons can be used to create a persuasive composition. Topics in the session include: the rhetorical and structural requirements of persuasive writing; a discussion of the importance of the process of writing in learning to write; and, the effectiveness of the coaching model in creating success for emerging writers. Expect to write and receive immediate oral feedback so you can create success for even the most reluctant writer. The scaffold lessons include strategies for developing supporting details and writing the introduction and conclusion paragraphs. You will leave ready to teach your students in grades five to 12.

Deana Hipple

Deana Hipple recently retired after having taught secondary language arts in the Corona-Norco Unified School District (CNUSD) for 32 years. Most recently, she taught sophomore honors language arts and an intervention class for students who have not passed the California High School Exit Exam. Deana has served in her school as a mentor teacher and an intern coach. She has been a member of the CNUSD Writing Cadre since 1995 and has led writing assessment scoring sessions for grades 6-10. She has conducted workshops in writing across the curriculum, writing to meet the California Content Standards in language arts and addressing the needs of the kinesthetic learner in the language arts classroom. Currently, Deana is conducting workshops in teaching writing for the Riverside County Office of Education. In 2004, she was named CNUSD Teacher of the Year and Riverside County Teacher of the Year. She has also been honored with Outstanding Teacher Recognition from the University of California in 1997 and 2005.

Math

Connecting Patterns and Algebra

Subject: Mathematics

Grades: 6-10

What are best practices of mathematics? What strategies are most successful in preventing student failure? Are there methods that develop mathematically talented students? In this session we will look at various mathematical practices: developing vocabulary comprehension, using models and manipulatives, utilizing graphic organizers for direct instruction and applying problem-solving methods. We will apply these practices in teaching algebraic thinking through patterns to all students, including limited English proficient learners. Come and learn how to integrate all of these methods into the classroom to maximize your student learning and achievement. Participants will explore activities incorporating instructional methods needed for high student achievement. Walk away from this session with research-based strategies you can use in your classroom tomorrow.

Heather Harbison

Heather Harbison is currently the Principal at Rosemary Hill Elementary School in Omaha, Neb. She previously worked for 11 years as a mathematics teacher at McMillan Magnet Center, a diverse inner-city middle school in the Omaha Public School District. As a mathematics teacher, Heather has successfully used manipulatives, differentiated instruction, and technology to improve mathematics achievement. She has also served as the mathematics department chair, an EXCELS school improvement team leader and a mathematics team coach. In addition, she teaches math methods classes at a local college, and spends her summers as a teacher for math and science camps at the University of Nebraska at Omaha. In 2002, Heather received a Milken Educator award and in 2007 received her National Board Certification in Early Adolescence Mathematics. Heather holds a bachelor's degree in elementary education with a minor in mathematics kindergarten through 12th grade and a master's degree in elementary administration.

Critical Foundations for Algebra: Finding the Right Focus

Subject: Mathematics

Grades: 6-10

Doing What Works is the Department of Education's initiative to bring applied research to the classroom by providing multi-media tools to teachers and teacher educators that illustrate research-based practices. All materials are web-based and include interviews with experts and practitioners, demonstrations of school and classroom applications, and practical tools. In this session, you'll learn about the National Math Panel's recommendations on critical content, and see how schools are learning to focus on critical content while simultaneously building understanding, fluency, and problem solving.

Jennifer Ballen Riccards

Dr. Riccards is currently a Management and Program Analyst at the U.S. Department of Education, in the Office of Planning, Education, and Policy Development. She manages the Doing What Works website, an exciting new initiative to assist educators in implementing research-based practices in schools and classrooms. Previously she has worked with numerous grantees of the Bill & Melinda Gates Foundation, including the Texas High School Project and the National League of Cities. Dr. Riccards has also worked at Turning the Page, a non-profit organization working to increase family and community involvement in District of Columbia schools, the White House Millennium Council, and the National Board for Professional Teaching Standards. She began her career at the U.S. Department of Education working on issues around family involvement in education. Dr. Riccards has an Ed.D. in educational leadership from the University of Pennsylvania, with dissertation work focused on the Washington, D.C. school voucher program. She also holds an M.A. in education policy analysis and a B.A. in psychology, both from Stanford University.

Nikola Filby

During three decades in educational R&D, Filby's work has consistently spanned the boundaries between research and practice. She has directed collaborative projects that bring educators together across organizational and state boundaries to learn with and from each other and support improvements in practice based on R&D. She has been a leader in interorganizational projects to develop R&D resources for educators across the nation. Filby currently directs the Innovation Studies Program at WestEd, which aims to help educators learn about and implement promising ideas from research and practice. As director, she oversees the development of Innovation Guides, a major series of publications produced for the Office of Innovation and Improvement in the U.S. Department of Education, as well as web-based dissemination projects. She directs the Doing What Works initiative, in partnership with AIR and RMC, to produce a website that builds on research reviews by the Institute of Education Sciences to help educators not only understand but do what works. The Doing What Works website provides expert interviews, multimedia descriptions of schools using the research-based practices, and tools to support planning and implementation. She received a BA in psychology from Wellesley College and a PhD in educational psychology and learning from Stanford University.

Data Collection and Collaboration: Pathways to Differentiation

Subject: Differentiated instruction, Mathematics

Grades: K-3

Come and learn how to meet the differentiated needs of elementary mathematics learners. Examine differentiation and the research supporting it. Begin with a purposeful plan of what needs to be taught (standards) and leave with an idea of how to teach it. You will be equipped with strategies and tools to collect the data necessary for differentiation, including anecdotal note-taking and adapted textbook assessments. Find out how the combination of formal and informal assessments combined with data analysis allows you to learn more about your students and their needs, interests and strategies. Witness how items can be analyzed to improve student learning and guide instruction. You will also explore teacher collaboration and its impact on student learning.

Jody Guarino

Jody Guarino is a National Board Certified Teacher who has spent the past 12 years as an elementary classroom teacher in Capistrano Unified School District. She is also a master teacher, a beginning teacher support and assessment provider and a district mentor. Jody has been a contributing author to district curriculum and has developed and provided numerous workshops and seminars on parent education, differentiation and effective teaching strategies in math and language arts. Her presentation, "Standards-Based Differentiated Math," is featured on the Panhandle Area Educational Consortium Web site, which offers staff development opportunities to teachers across the country. Jody is a lecturer at the University of California at Irvine. She holds a master of science degree in education from California State University at Fullerton and a bachelor of arts degree in communications and sociology from the University of Southern California.

Differentiate Instruction with Higher Order Thinking (H.O.T.) Questions

Subject: Mathematics

Grades: 1-5

How does differentiated instruction look in the mixed ability classroom? How can higher order thinking questions be used to differentiate instruction? In this highly interactive workshop, participants begin by discussing the work demands of the 21st century and the need for creativity and critical thinking. They analyze the new version of Bloom's Taxonomy in search of tools for nurturing higher level thinking and discuss the relationship between higher level thinking and differentiated instruction. Participants learn how to identify and write critical thinking questions that will be accessible to all students and will stimulate their creativity and individuality. Several activities that can easily be embedded into daily instruction are simulated. See how engaging these activities are, and how easy it is to use higher level thinking questions to stimulate students at every level.

Robyn Silbey

Robyn Silbey has been teaching in Montgomery County Public Schools in Maryland since 1974. She taught for 12 years before becoming a school-level math coach in 1987. From 1999 to 2004, she was the facilitator of a four-year, highly successful Singapore Math Pilot in one elementary school. Robyn enjoys sharing her passion for mathematics at conferences for national organizations, including the National Staff Development Council, Association for Supervision and Curriculum Development, National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics. She also presented a paper at the International Congress of Mathematics Educators in Copenhagen, Denmark. In addition to a school-level math coach, Robyn is also an independent national consultant and an author of math textbooks, computer software and supplemental math materials.

Fractions...Decimals...Percents...Oh My! Creating Cohesive Units of Instruction Using Best Practices for All Students Including LEP Learners

Subject: Mathematics

Grades: 5-8

Learn how to create cohesive units of instruction that meet both state and district standards. Begin with a prepared unit on fractions, decimals and percents and learn how to apply the best practices and unit strategies to all mathematical areas. Investigate the questioning techniques that allow students to use higher order thinking skills. Examine instructional settings, learning styles, reading and writing strategies, assessment tools and differentiated instruction. See how lessons can be adapted to meet the needs of LEP learners. Leave with a clear idea of how to implement these strategies in your classroom and the confidence to begin making changes immediately.

Connie Colton

Connie Colton is a National Board certified teacher. She has spent the past 16 years teaching mathematics for the Omaha Public School District in Omaha, Neb. Currently, Connie is the math department chairwoman at McMillan Magnet Center. She serves as a new teacher mentor, a magnet school representative, the math competition coach and an EXCELS School Improvement team leader. Connie provides "Best Practices Workshops" monthly for new mathematics teachers. She was formerly a member of her school district's Criterion Referenced Test writing committee and currently writes curriculum for the district. Connie has been trained in the Carnegie Algebra Tutorial Program and is Banneker Community of Excellence in Mathematics and Science (CEMS) certified. She holds a bachelor's degree in secondary education with a field endorsement in mathematics from the University of Nebraska at Omaha. Connie is currently pursuing a master's degree in secondary education with an emphasis in mathematics and curriculum development.

Integer Instruction That Works Best Practices for Instruction of Integers for All Students Including LEP Learners

Subject: English learners, Mathematics

Grades: 5-8

Frustrated by the fact that your students incorrectly apply the rule that two negatives make a positive to addition problems? Finding it difficult to provide effective mathematics instruction to the growing population of students with limited English proficiency (LEP)? Learn how to apply the best practices and teaching strategies that will allow students to meet required state and district standards as well as develop meaning that will remain after the test is over. Explore how manipulatives, models, graphic organizers, and reading/writing strategies assist in meeting the needs of all students, including LEP learners.

Connie Colton

Connie Colton is a National Board certified teacher. She has spent the past 16 years teaching mathematics for the Omaha Public School District in Omaha, Neb. Currently, Connie is the math department chairwoman at McMillan Magnet Center. She serves as a new teacher mentor, a magnet school representative, the math competition coach and an EXCELS School Improvement team leader. Connie provides "Best Practices Workshops" monthly for new mathematics teachers. She was formerly a member of her school district's Criterion Referenced Test writing committee and currently writes curriculum for the district. Connie has been trained in the Carnegie Algebra Tutorial Program and is Banneker Community of Excellence in Mathematics and Science (CEMS) certified. She holds a bachelor's degree in secondary education with a field endorsement in mathematics from the University of Nebraska at Omaha. Connie is currently pursuing a master's degree in secondary education with an emphasis in mathematics and curriculum development.

Patterns to Symbols: Looking into Algebra in Grades 3-6

Subject: Mathematics

Grades: 3-6

The transition from arithmetic to algebra is often difficult. That is why it is imperative that teachers in grades three to six have the opportunity to think about and experience algebraic activities appropriate for this level. This presentation will focus on the algebraic concept of generalization by analyzing patterns and helping students describe and represent the patterns they find. You will engage in activities involving generalizing patterns with emphasis on how different students might approach the same problem. This process will not only provide exposure to a number of rich activities that can lay the foundation for further algebra study, but it allows you to increase your understanding of algebra.

Beth Cole

Beth Cole is a second- and sixth-grade mathematics teacher and the mathematics curriculum coordinator at St. Patrick's Day School in Washington, D.C. She holds a degree from Oberlin College and both an M.A. and a Ph.D. in curriculum and instruction from the University of Wisconsin-Madison. Beth was a member of the development team for Mathematics in Context, which is a middle school mathematics curriculum funded by the National Science Foundation. She conducted research, authored curriculum units, worked with pilot test teachers and developed in-service training. Beth has also worked on the New Standards Project, the College Board, the National Science Foundation project to revise Mathematics in Context and on the middle grades assessment committee for the National Council of Teachers in Mathematics.

Peer Teaching in Secondary Math Classrooms

Subject: Mathematics

Grades: 6-12

Engage in a series of hands-on classroom activities that use peer teaching as an instructional method in mathematics classrooms. Through participation in these activities, you will experience firsthand what research reveals: that student content understanding and appreciation tend to increase as they engage in peer-teaching activities. Hear evidence of the positive correlation between increase in academic achievement of students and the routine implementation of peer-teaching strategies. Reflect on what you have learned and outline peer-teaching implementation steps for possible use in your own classroom.

Rosalyn Swiggett

Rosalyn Swiggett is an eighth-grade math teacher at Meade Middle School in Fort Meade, Md. She has more than 12 years of experience as an educator and has also designed and delivered instruction for adults in both public and non-profit organizations. Rosalyn is president of the University of Maryland University College Teacher Education Alumni Chapter and is currently focused on the design of math middle school-level projects, experiments and peer learning activities aimed at increasing student awareness of and readiness for entry into future technology-related career fields. Rosalyn has designed a peer-teaching-based program for implementation in low-level math classes. She is currently working on an extension to this program, which includes support for peer learning using mobile technologies as tools for learning.

Polynomials Multiplied!

Subject: Mathematics

Grades: 7-10

All children can learn algebra. What strategies are most successful in preventing student failure? What methods develop mathematically talented students? This session will combine the use of manipulatives, vocabulary comprehension and direct instruction to teach the algebraic concept of multiplying polynomials to all students, including limited English proficiency learners. Learn how to integrate these strategies into the classroom to maximize your students' learning and achievement. Participants will explore activities incorporating instructional methods needed for high student achievement. Walk away from this session with research-based strategies you can use in your classroom tomorrow.

Heather Harbison

Heather Harbison is currently the Principal at Rose Hill Elementary in Omaha, Neb. She previously worked for 11 years as a mathematics teacher at McMillan Magnet Center, a diverse inner-city middle school in the Omaha Public School District. As a mathematics teacher, Heather has successfully used manipulatives, differentiated instruction, and technology to improve mathematics achievement. She has also served as the mathematics department chair, an EXCELS school improvement team leader and a mathematics team coach. In addition, she teaches math methods classes at a local college, and spends her summers as a teacher for math and science camps at the University of Nebraska at Omaha. In 2002, Heather received a Milken Educator award and in 2007 received her National Board Certification in Early Adolescence Mathematics. Heather holds a bachelor's degree in elementary education with a minor in mathematics kindergarten through 12th grade and a master's degree in elementary administration.

Planning for Cooperative Learning in Math Inclusion Classrooms

Subject: Inclusion/ special education, Mathematics

Grades: 6-12

Examining ways to provide the opportunity for students with various disabilities to learn from their peers was the motivation behind the development of inclusion. Explore some accommodations and interventions that can be implemented during the lesson planning phase that will help provide a quality cooperative learning experience for all math students.

Rosalyn Swiggett

Rosalyn Swiggett is an eighth-grade math teacher at Meade Middle School in Fort Meade, Md. She has more than 12 years of experience as an educator and has also designed and delivered instruction for adults in both public and non-profit organizations. Rosalyn is president of the University of Maryland University College Teacher Education Alumni Chapter and is currently focused on the design of math middle school-level projects, experiments and peer learning activities aimed at increasing student awareness of and readiness for entry into future technology-related career fields. Rosalyn has designed a peer-teaching-based program for implementation in low-level math classes. She is currently working on an extension to this program, which includes support for peer learning using mobile technologies as tools for learning.

Stimulating Math Strategies From Singapore

Subject: Mathematics

Grades: 1-8

What are some of the reasons why Singapore's children score better than their same-age peers around the world? In this highly interactive session, you will briefly examine and analyze Singapore's mathematics standards and goals. You will learn and experience Singapore's approaches to early number sense and addition. No pencils and paper are required for these strategies; you'll use manipulatives and take home strategies to tickle your students' minds with stimulating and motivating mental math activities. You will explore "bar modeling," a powerful but simple graphic organizer that focuses attention on problem-solving comprehension. Several mind-stretching problems are introduced, discussed, analyzed and solved. You will leave with concrete strategies and problems to help students enjoy the power of math and deepen their math understanding forever.

Robyn Silbey

Robyn Silbey has been teaching in Montgomery County Public Schools in Maryland since 1974. She taught for 12 years before becoming a school-level math coach in 1987. From 1999 to 2004, she was the facilitator of a four-year, highly successful Singapore Math Pilot in one elementary school. Robyn enjoys sharing her passion for mathematics at conferences for national organizations, including the National Staff Development Council, Association for Supervision and Curriculum Development, National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics. She also presented a paper at the International Congress of Mathematics Educators in Copenhagen, Denmark. In addition to a school-level math coach, Robyn is also an independent national consultant and an author of math textbooks, computer software and supplemental math materials.

Why Didn't My Child Get an A? Thinking About Mathematics Assessment in Grades K-8

Subject: Assessment, Mathematics

Grades: K-8

As mathematics teachers work toward teaching to standards and using methods that are accessible to more of their students, there is a need to shift assessment strategies as well. Learn to be clear about the content you are assessing and its match to the standards. Additionally, find ways to provide students with the opportunity to “show what they know” at a variety of levels. In this interactive workshop, you first will discuss ideas and methods of assessment in general and then focus on Truus Dekker’s pyramid model as a way to balance assessment over time. You will explore the pyramid by looking closely at a set of assessment items and determining where each fits within the model’s structure. From there, the focus of the workshop will shift to thinking about scoring, grading and reporting the work students do on assessment items.

Beth Cole

Beth Cole is a second- and sixth-grade mathematics teacher and the mathematics curriculum coordinator at St. Patrick’s Day School in Washington, D.C. She holds a degree from Oberlin College and both an M.A. and a Ph.D. in curriculum and instruction from the University of Wisconsin-Madison. Beth was a member of the development team for Mathematics in Context, which is a middle school mathematics curriculum funded by the National Science Foundation. She conducted research, authored curriculum units, worked with pilot test teachers and developed in-service training. Beth has also worked on the New Standards Project, the College Board, the National Science Foundation project to revise Mathematics in Context and on the middle grades assessment committee for the National Council of Teachers in Mathematics.

Science

Analogical Reasoning: Real-World Examples for Scientific Concepts

Subject: Science

Grades: 9-12

Anecdotes and real-world examples can engage high school students and make content more memorable by connecting it to something they already know. Learn how the concepts are intertwined and complete a concept analogy worksheet during this workshop. Talk with other participants about how this can be used in your own classroom.

Angel Perkins

A 19-year teaching career in a variety of settings, including rural, urban and suburban areas, has given Angel Perkins a unique perspective and adaptability. She has learned to utilize a variety of teaching strategies. Her "Anecdotal Approach" and "Concept Analogies" have been successful in preparing students and teachers to pass the Biology Praxis, Gateway Biology and Advanced Placement Biology exams. She earned her bachelor of science in education (B.S.E.), master of science in natural science (M.S.N.S.) and her educational specialist (Ed.S.) in curriculum and instruction from Delta State University, where she was a member of the basketball team. Her certifications include biology, chemistry and general science. Angel is committed to increasing student achievement in both math and science education. She would like to see the involvement of more students, especially minorities, in science fairs, regional and national science symposiums and advanced placement courses.

Constructive Chaos

Subject: Differentiated instruction, Science

Grades: 7-12

Reduce the failure rate in middle and high school science classes through differentiation using flexible grouping. This system allows all students to pass at their own rate and works very well in schools where attendance is an issue. The only way students fail is if they do not come at all, which is highly motivating for students as they are not allowed to fail. Participants will be involved in a simulation of the model and brainstorm ideas for use in their own classroom.

Gilda Lyon

Gilda Lyon taught high school biology and chemistry for 30 years in an urban school setting in Chattanooga, Tenn. She recently retired and is currently a science implementation specialist with the Georgia State Department of Education. During her tenure as a science teacher, Gilda was named the 1998 Teacher of the Year by her school system and was also awarded several grants and fellowships. She is the recipient of the prestigious Christa McAuliffe Fellowship and the Howard Hughes Fellowship to Brown University. Gilda is currently writing her dissertation for the doctorate in leadership and learning at the University of Tennessee at Chattanooga.

Balancing Math and Science

Subject: Science

Grades: 5-10

Get creative with your teaching by putting math and science in motion. In this workshop we will examine the mobiles of Alexander Calder as a way to teach math and physical science. Begin by solving a balancing problem and then move into solving mobile-like puzzles. We will apply our understanding of the equations by building mobiles and explaining the math behind each moving sculpture.

Anne Douglas

Anne Douglas began teaching science in 1993 and has taught science at the elementary, middle and high school levels during her career. She also spent three years as an elementary science coach, which included training the school's staff in science and gifted and talented education while developing a school-wide set of science-based interdisciplinary units. As a curriculum specialist for Rice University, Anne taught graduate courses for teachers and scientists working in schools by using sports and art to teach physics. Currently, Anne is the associate director of the Rice/HISD pH Science Laboratory in the Houston Independent School District, where she works with resident teachers to improve their science content knowledge and teaching skills. In addition to providing district training, Anne presents at local and national conferences, including the National Science Teachers Association and the Association for Supervision and Curriculum Development. Anne has a bachelor of science in biology and a master of education in science curriculum and instruction.

Middle-Schoolers in Motion: A Student-Centered Motion and Forces Module

Subject: Science

Grades: 6-10

Are your middle school students tuning you out? Get their attention with this hands-on motion and forces investigation unit. Students explore abstract motion and forces concepts by racing ants, balls and Hot Wheels® cars; building momentum machines, balloon-powered cars, rockets and boats; and designing and conducting momentum and friction inquiry labs. As they investigate, they're honing data collection, expression and analysis skills and beginning to understand and develop the ability to collaborate. Experience how design-technology projects combine concept understanding with the overwhelming adolescent need for action. Take home user-friendly handouts with detailed directions and a review of the content for many of the activities and concepts.

Debra McNabney

Deb McNabney has taught eighth grade science for the past 12 years at Lincoln Middle School in Edwardsville, Ill. She received her master's degree in instructional technology in 1997, her master secondary teaching certificate in early adolescent science in 2004 and completed a curricular fellowship at Tufts University in Boston. Deb is a former member of the Department of Energy's LSTPD program at Argonne National Laboratory in Darien, IL. She is currently a mentor teacher for the ACTS program at the same lab. She has developed curriculum materials and workshops for topics such as Evolution, Earth science, the New Madrid Fault Zone, design technology and the nature of science. Her "Back and Beyond: An Integrated Earth Science/Evolution Curriculum" was published by Wright's Center for Innovative Science Education at Tufts University. Deb is a member of the National Science Teachers Association (NSTA) and the National Center for Science Education. She volunteers at her local children's museum and nature center, reviews books for the NSTA and presents at an annual science conference for middle school girls. She is also the sponsor of an Environmental Club at her middle school.

Planning Effective Science Units

Subject: Science

Grades: 4-12

It seems like there is never enough time to teach everything you need to teach. Using this method, you can design a unit for teaching science concepts that allows you to make the best use of your instructional time. This straightforward approach includes mapping out the concepts that students need to learn, taking into account the skills necessary for their success and planning how you will assess your students. Only then do you design the lessons. This method works well for grade-level planning from kindergarten to grade 12. You will see an overview of how the process worked for planning a sixth-grade unit on force and motion and then have time to do some thinking for your own situation.

Anne Douglas

Anne Douglas began teaching science in 1993 and has taught science at the elementary, middle and high school levels during her career. She also spent three years as an elementary science coach, which included training the school's staff in science and gifted and talented education while developing a school-wide set of science-based interdisciplinary units. As a curriculum specialist for Rice University, Anne taught graduate courses for teachers and scientists working in schools by using sports and art to teach physics. Currently, Anne is the associate director of the Rice/HISD pH Science Laboratory in the Houston Independent School District, where she works with resident teachers to improve their science content knowledge and teaching skills. In addition to providing district training, Anne presents at local and national conferences, including the National Science Teachers Association and the Association for Supervision and Curriculum Development. Anne has a bachelor of science in biology and a master of education in science curriculum and instruction.

Power Learning in Science: Science for ALL

Subject: Science

Grades: 2-7

Science classrooms based on inquiry and problem solving hold special promise and challenges for English language learners. In this session explore strategies that have proven successful with a wide range of learners. Keep your sanity with activities that teach rich content and support all students, especially those who are learning a new language. You will learn the key principles, how to "chunk" the science content, and vocabulary building graphic organizers that are both fun and powerful learning tools.

Shannon C'de Baca

Shannon C'de Baca has been a high school science teacher for the past 26 years and is the host of the Annenberg Public Broadcasting System television series, "The Missing Link in Mathematics." She has also worked for the PBS science series "NOVA" and has served as a consultant for the National Education and the Economy, PBS, the Council of Chief State School Officers, the National Education Association, the National Science Teachers Association (NSTA) and the U.S. Department of State. Shannon was one of two Citizen Ambassadors to Bahrain. Shannon is known for using her classroom as a living laboratory to implement the innovations and research-based strategies she shares on a national level. Shannon has received awards from the Milken Family Foundation, Sertoma International, the Iowa Department of Education and NSTA for her work in the classroom.

Using Analogies To Teach Cell Functions

Subject: Differentiated instruction, Science

Grades: 7-12

The second in a series of "Real-World Analogies," this module demonstrates a memorable way to relate the functions of a cell to a major corporation. In addition to exploring this analogy and its application, participants will practice formulating analogies specific to their content.

Angel Perkins

A 19-year teaching career in a variety of settings, including rural, urban and suburban areas, has given Angel Perkins a unique perspective and adaptability. She has learned to utilize a variety of teaching strategies. Her "Anecdotal Approach" and "Concept Analogies" have been successful in preparing students and teachers to pass the Biology Praxis, Gateway Biology and Advanced Placement Biology exams. She earned her bachelor of science in education (B.S.E.), master of science in natural science (M.S.N.S.) and her educational specialist (Ed.S.) in curriculum and instruction from Delta State University, where she was a member of the basketball team. Her certifications include biology, chemistry and general science. Angel is committed to increasing student achievement in both math and science education. She would like to see the involvement of more students, especially minorities, in science fairs, regional and national science symposiums and advanced placement courses.

Thinking Like a Scientist: A Nature of Science Activity Module

Subject: Science

Grades: 6-12

Immersing students in an authentic science environment requires teaching them to think like scientists. This module helps students acquire scientific habits of mind through modeling of scientists' behaviors. Engage students in collaboration with the Following Instructions Follies, Building Block Communication, and Collaborative Communication activities. Hone data collection skills with The Classic Rainbow, The Gummy Worm and The Bubbleology labs. Foster healthy skepticism with the "magic" Hooey Sticks. And spark your students' insatiable curiosity with The Mystery Box activity. But don't ever tell them what's inside! Participants will experience the Hooey Stick and Mystery Box activities. Detailed handouts will provide information on materials, instruction and construction of the Hooey Sticks and Mystery Boxes.

Debra McNabney

Deb McNabney has taught eighth grade science for the past 12 years at Lincoln Middle School in Edwardsville, Ill. She received her master's degree in instructional technology in 1997, her master secondary teaching certificate in early adolescent science in 2004 and completed a curricular fellowship at Tufts University in Boston. Deb is a former member of the Department of Energy's LSTPD program at Argonne National Laboratory in Darien, IL. She is currently a mentor teacher for the ACTS program at the same lab. She has developed curriculum materials and workshops for topics such as Evolution, Earth science, the New Madrid Fault Zone, design technology and the nature of science. Her "Back and Beyond: An Integrated Earth Science/Evolution Curriculum" was published by Wright's Center for Innovative Science Education at Tufts University. Deb is a member of the National Science Teachers Association (NSTA) and the National Center for Science Education. She volunteers at her local children's museum and nature center, reviews books for the NSTA and presents at an annual science conference for middle school girls. She is also the sponsor of an Environmental Club at her middle school.

Taking the “Dense” Out of Density

Subject: Mathematics, Science

Grades: 2-7

Join this session for an experience around the topic of density and take away what you need to teach it at any level between kindergarten and seventh grade. These lessons are focused, connected to applicable mathematics and appropriately targeted to the developmental level of students. The short, rigorous tasks in this workshop illustrate the interconnectedness of the mathematical and scientific worlds by prompting you to collect both quantitative and qualitative data. They give you the opportunity to use both types of data to reach a rich understanding of the nature of the physical sciences. You will walk away from this session with a clearer understanding of how to approach the National Research Council standards for science education as well as a deeper understanding of density.

Shannon C'de Baca

Shannon C'de Baca has been a high school science teacher for the past 26 years and is the host of the Annenberg Public Broadcasting System television series, “The Missing Link in Mathematics.” She has also worked for the PBS science series “NOVA” and has served as a consultant for the National Education and the Economy, PBS, the Council of Chief State School Officers, the National Education Association, the National Science Teachers Association (NSTA) and the U.S. Department of State. Shannon was one of two Citizen Ambassadors to Bahrain. Shannon is known for using her classroom as a living laboratory to implement the innovations and research-based strategies she shares on a national level. Shannon has received awards from the Milken Family Foundation, Sertoma International, the Iowa Department of Education and NSTA for her work in the classroom.

Arts

Building a World Class Theatre Department Without a Theatre

Subject: Arts

Grades: k-12

Join Brad Koepenick (HART VISION AWARD WINNER-CA Charter Teacher of the Year) for an “on your feet” experience and lively discussion around how theatre games can turn any environment into a place where students can thrive. If your goal is to encourage empathetic, critical thinkers, theater and media literacy are a great place to start. Brad will also screen a short segment from AU/ARTISTIC KIDS WITH CAMERAS that shows how this work benefits students on the autistic spectrum.

Brad Koepenick

Brad Koepenick is a professional actor /writer/producer with dozens of television and film credits including *The Distinguished Gentleman*, *Albino Alligator*, *Friends*, *ER* and *Scrubs*. After earning a BA in Communications, Brad produced children’s television for Saban, NBC and National Geographic. He is currently in post-production on *SHAKESPEARE HIGH*, a new documentary which follows 10 schools for two months to the 90th Annual DTASC High School Shakespeare Festival executive producer-Kevin Spacey). Brad ran enrichment programs in over 50 schools throughout the LA area and found his way into Community Charter Middle School in 2000. He is a founding teacher at 4 PUCSchools (Partnerships to Uplift Communities), teaches Media Arts and Speech at CHAMPS Charter High School and is on the board of directors for the CA Educational Theatre Association, Drama Teachers Association of Southern California, CA Charter Schools Association Member Council and Actors for Autism. His work with theatre, animation and autism is currently the subject of a new documentary called *AU/ARTISTIC KIDS WITH CAMERAS* from film-maker Alex Rotaru (PBS-The Hobart Shakespearians). Brad was the recipient of the 2006 HART VISION AWARD for Ca CHARTER TEACHER OF THE YEAR in 2006.

History

Geography...It's Everywhere!

Subject: Differentiated instruction, History, Inclusion/ special education

Grades: 3-9

Geography is everywhere, and in our interconnected world, it is important to have knowledge and understanding of other people, places and cultures. Research shows that America's young people are gradually making gains in the area of geographic literacy; however, many are still lacking in basic geography skills. So how do we help them along the road to achievement? This session will take you on a journey of easy-to-implement hands-on geography lessons, with a special focus on teaching geographic features and involving students in unique mapping activities.

Julie Mitchell

Julie Mitchell has been teaching social studies at Lake Forest Middle School for the past 16 years. She serves as a member of the school leadership team and a sixth-grade team leader and is the chairwoman of the social studies department. Julie has presented at various conferences, including the Tennessee Association of Middle Schools, Tennessee Council for the Social Studies, Mid-South Educational Research Association and the National Council for Geographic Education. During her teaching career, Julie has been recognized as the Teacher of the Year at both the school and district levels. She has also been distinguished as the Tennessee Social Studies Teacher of the Year and East Tennessee's Belz-Lipman Holocaust Educator of the Year. In addition, Julie has been recognized by "Who's Who Among America's Teachers." She served as a 2005-06 Teacher Fellow for the United States Holocaust Memorial Museum and a 2006-2007 Teacher Fellow for the Tennessee Holocaust Commission. Julie has also served as an adjunct faculty member at Lee University.

Historical Thinking Online: The National History Education Clearinghouse

Subject: History

Grades: 3-9

The National History Education Clearinghouse (NHEC) helps K-12 educators improve American history instruction by bringing history content, reliable resources, teaching strategies, and current research together in one Web site. This workshop will consist of an interactive demonstration of the NHEC, focusing on modules, such as best practices and teaching materials, in addition to resources related to historical thinking, which can help educators improve their instructional strategies. The presenter will use audience generated examples to show how <http://teachinghistory.org> can promote more effective history teaching. This will ensure that the attendees leave with working examples that can immediately assist them.

Teresa DeFlicht

Before joining CHNM, Teresa DeFlicht worked as Associate Director of Education, School and Adult Programs, at Bush-Holley Historic Site in Cos Cob, Connecticut. She joined Bush-Holley after completing her MA in American History at the Maxwell School of Citizenship and Public Affairs at Syracuse University, where she was awarded the Dobie-Kampel Fellowship and specialized in African-American history and race. Her MA thesis was titled *Darwinian Object Lessons: The Cultural Formation of the African Savage in American Culture, 1884-1921*. She is fascinated by the role of public history in American culture, and has held numerous positions in museums and historical societies. She has completed the Historic Deerfield Summer Fellowship in Early American History and Material Culture and, recently, was a Public Humanities fellow at the John Nicholas Brown Center for the Study of American Civilization at Brown University (JNBC). She has presented at several conferences, including Making History Public, a conference sponsored by the American Association of History and Computing, and Sharing Stories: Interpreting African American History for New England and the Nation, co-sponsored by the JNBC and the National Museum of African American History and Culture. At CHNM, she is working on the National History Education Clearinghouse.

Making History Matter: A Case Study of the Holocaust

Subject: History

Grades: 7-12

The teaching of history demands of educators a high level of sensitivity and a keen awareness of the complexity of the subject matter. The teaching strategies in this presentation are appropriate to effective teaching in general and are particularly relevant in the context of Holocaust education. You will learn 13 different effective teaching strategies and receive lessons that illustrate effective ways to teach history keeping the 13 guidelines in mind. Each lesson models a different pedagogical approach through use of documents, class discussion and differentiated instruction. You will also receive a wealth of Holocaust materials, including books, posters, pamphlets and artifact images from the U.S. Holocaust Memorial Museum.

Leigh-Anne Hendrick

Leigh-Anne Hendrick is a high school social studies teacher with 10 years of classroom experience who currently teaches global studies, U.S. history and government and a Holocaust and genocide elective. She is an active member of the New York State Council for Social Studies, National Council for the Social Studies and a participant in the Teaching American History Grant program. She has presented at both local and state conferences on topics including the Holocaust, effective strategies for co-teaching and History Alive! She has received training at the U.S. Holocaust Memorial Museum in Washington, D.C., and in 2005 was named one of 15 museum teacher fellows in the United States.

Teaching with Documents from the National Archives and Records Administration

Subject: History

Grades: 4 – 12

Participants in the workshop will understand the mission and holdings of the National Archives and Records Administration, our nation's record keeper for all branches of the federal government. They will be introduced to the education resources and programs available at the National Archives. Participants will engage in a document analysis activity featuring documents from different eras in United States History and are appropriate for different a variety of grade levels and learning styles. Finally, participants will brainstorm and discuss strategies for integrating documents into classroom instruction to reinforce historical thinking skills.

Missy McNatt

Missy Briscoe McNatt is an Education Specialist at the National Archives and Records Administration (NARA) in Washington, D.C., where she has worked since June, 2006. She is the coordinator for the District of Columbia National History Day program, manages the Parent/Teacher ReSource Room, presents workshops to teachers and students, and contributes to education materials developed by the education team. Prior to working for the National Archives and Records Administration, she taught for 27 years. During her teacher career she taught every grade from five through twelve. Over the years she taught Advanced Placement U.S. History, World History, American Government, Economics, Advanced Placement English, and Religious Studies. The National History Day program was a key part of her history classes and many of her students advanced to the Maryland State competition and the National competition. She earned her B.A. degree in history and anthropology from Sweet Briar College in Virginia and her M.A. degree in Education with a minor in history from the College of Notre Dame in Baltimore, MD.

The Energy of History: Educate, Engage and Excite

Subject: History

Grades: 6-12

Discover the energy of history as you learn techniques to power up your classroom with a standards-based curriculum and educate your students in specific content and skills. Engage even the most reluctant learner with energizing lessons and interactive lectures from maps to town meetings. Excite those young minds with project topics that create a conduit for interdisciplinary activities and provide an outlet for students to showcase their skills and completed masterpieces.

Julie Mitchell

Julie Mitchell has been teaching social studies at Lake Forest Middle School for the past 16 years. She serves as a member of the school leadership team and a sixth-grade team leader and is the chairwoman of the social studies department. Julie has presented at various conferences, including the Tennessee Association of Middle Schools, Tennessee Council for the Social Studies, Mid-South Educational Research Association and the National Council for Geographic Education. During her teaching career, Julie has been recognized as the Teacher of the Year at both the school and district levels. She has also been distinguished as the Tennessee Social Studies Teacher of the Year and East Tennessee's Belz-Lipman Holocaust Educator of the Year. In addition, Julie has been recognized by "Who's Who Among America's Teachers." She served as a 2005-06 Teacher Fellow for the United States Holocaust Memorial Museum and a 2006-2007 Teacher Fellow for the Tennessee Holocaust Commission. Julie has also served as an adjunct faculty member at Lee University.

Strategies for Teaching Social Studies to Limited English Proficient Students: From Comprehensible Input to Comprehensible Output

Subject: English learners, History

Grades: K-4

Come and learn strategies for teaching social studies to limited English proficient students. This interactive session will examine research on language acquisition, comprehensible input and comprehensible output. Participants will be actively engaged in a plethora of strategies that can be used successfully with all students across all content areas. Begin with a purposeful plan of what needs to be taught (standards) and leave with a variety of strategies to increase comprehensible input and output.

Jody Guarino

Jody Guarino is a National Board Certified Teacher who has spent the past 12 years as an elementary classroom teacher in Capistrano Unified School District. She is also a master teacher, a beginning teacher support and assessment provider and a district mentor. Jody has been a contributing author to district curriculum and has developed and provided numerous workshops and seminars on parent education, differentiation and effective teaching strategies in math and language arts. Her presentation, "Standards-Based Differentiated Math," is featured on the Panhandle Area Educational Consortium Web site, which offers staff development opportunities to teachers across the country. Jody is a lecturer at the University of California at Irvine. She holds a master of science degree in education from California State University at Fullerton and a bachelor of arts degree in communications and sociology from the University of Southern California.

Using Historic Places to Teach Civil Rights and Other Subjects

Subject: History

Grades: 3-9

Focusing on the Civil Rights Movement as a case study, this session will introduce educators to National Park Service (NPS) education programs, concentrating particularly on Teaching with Historic Places (TwHP) lesson plans, a new TwHP Service Learning website, and Discover Our Shared Heritage travel itineraries. The session will demonstrate how NPS lesson plans, travel itineraries, national park offerings, and other materials can help teachers use historic places to enrich classroom instruction in history, social studies, civics, geography, and other subjects.

Carol D. Shull

Carol D. Shull is Chief of Heritage Education Services for the National Park Service, U.S. Department of the Interior. Heritage Education Services works with partners inside and outside of the National Park Service (NPS) to develop, better coordinate, and extend the reach of public awareness, heritage tourism, education, and training relating to cultural resources and the NPS Cultural Resources programs. Heritage Education Services administers the on-line ***Discover Our Shared Heritage*** Travel Itinerary Series and the ***Teaching with Historic Places*** program with its series of on-line lesson plans. Through these programs and other activities, Heritage Education Services helps the NPS educate people of all ages, promoting public knowledge, tourism, and support for cultural resources in communities and National Parks nationwide and the role the NPS plays in their identification, preservation, and interpretation.

Beth Boland

Beth Boland is a National Park Service (NPS) historian in its Heritage Education Services Office, where she develops policies to coordinate and promote NPS educational products and manages the award-winning Teaching with Historic Places (TwHP) program, which she helped initiate and develop. Previously she spent over 30 years with the National Register of Historic Places, evaluating and registering historic places and developing historic preservation standards and guidance. She has served on boards and committees of numerous national professional organizations, including the Organization of American Historians, National Council on Public History, and National History Day. She is a frequent speaker and author on various historic preservation and heritage education topics, conducts periodic ½-day to 1-week workshops, and has twice served as a delegate to international education conferences in China.

School-wide Interest

Assessment for Learning

Subject: Assessment

Grades: 6-12

What is there outside of written tests to determine what students know? This session will answer this question with a host of strategies for assessing students as they learn. Providing you with an arsenal of assessments guaranteed to keep students engaged, the strategies you learn in this session will keep you informed as to where students are in their learning. Lots of hands-on practice using assessments that are fun and instructive.

Gilda Lyon

Gilda Lyon taught high school biology and chemistry for 30 years in an urban school setting in Chattanooga, Tenn. She recently retired and is currently a science implementation specialist with the Georgia State Department of Education. During her tenure as a science teacher, Gilda was named the 1998 Teacher of the Year by her school system and was also awarded several grants and fellowships. She is the recipient of the prestigious Christa McAuliffe Fellowship and the Howard Hughes Fellowship to Brown University. Gilda is currently writing her dissertation for the doctorate in leadership and learning at the University of Tennessee at Chattanooga.

Assessment in the Differentiated Classroom

Subject: Assessment

Grades: 4-10

Differentiating instruction helps meet the needs of all students but how do we assess different products, processes and content and keep our sanity? In this session, participants will deepen their understanding of various types of assessment. Formative assessment, a key to student success in the differentiated classroom, will be examined in depth with a variety of forms shared. The use of rubrics will also be featured.

Theresa Hinkle

Theresa Hinkle recently retired after a 32-year career as a teacher at the middle level. She is a National Board Certified Teacher and has taught a variety of subjects ranging from English, reading, history and gifted education. Theresa has been a team leader, grade level and department chair, member of the school instructional team and chair for the school leadership team. In addition, she has written curriculum for the school district. Both her school and her district have honored Theresa as the Teacher of the Year. For the past 15 years, she has been active in the North Carolina Middle School Association, where she has served in a variety of positions, including president. Theresa has served two terms as the teacher trustee on the National Middle School Association Board of Trustees and is currently president of that organization. She has presented at numerous state and national conferences and has worked with schools and school systems across the country.

Becoming a Block Head: Resources for Teaching in a Block Schedule

Subject: Classroom/ behavior strategies, Strategic planning

Grades: 6-12

With over 50% of American high schools operating on a block schedule or considering adopting a block schedule, this is one educational trend that cannot be ignored. This session will help teachers redefine the way they teach and the way their students learn. Participants in this session will trace one district's move from a traditional schedule to a block schedule; learn and discuss different ways to adapt block schedules to meet district needs; and finally, participants will learn effective strategies and techniques for teaching in the blocked classroom.

Leigh-Anne Hendrick

Leigh-Anne Hendrick is a high school social studies teacher with 10 years of classroom experience who currently teaches global studies, U.S. history and government and a Holocaust and genocide elective. She is an active member of the New York State Council for Social Studies, National Council for the Social Studies and a participant in the Teaching American History Grant program. She has presented at both local and state conferences on topics including the Holocaust, effective strategies for co-teaching and History Alive! She has received training at the U.S. Holocaust Memorial Museum in Washington, D.C., and in 2005 was named one of 15 museum teacher fellows in the United States.

Celebrate Error! A Teacher-Friendly Guide for Using Assessment Data To Improve Instruction and Student Achievement

Subject: Assessment, Data

Grades: K-12

In this session, Sandy Sanford will explain how teacher analysis of student error forms the basis of effective conversion of assessment data into powerful instructional interventions. Sandy begins with an exploration of error analysis at the individual student level. Error analysis is then developed into an efficient tool on a larger scale, e.g., for use with common assessments. Error concepts are integrated with a general model for standards-based instruction which showcases diagnosis as the key to the selection of the best possible instructional interventions. Sandy concludes with an interactive demonstration of "Just Say Know!" "Just Say Know" is an instructional support technique that incorporates the concepts of standards-based instruction, error analysis, surgical diagnosis, higher level questioning, and metacognition. "Just Say Know" involves teachers and students interacting with selected-response, standards-based items in order to better understand content standards and refine academic skills.

Sandy Sanford

Sandy Sanford began formally teaching in 1970 and began teaching in California public schools in 1989. He served as an elementary and middle school classroom teacher, mentor teacher, site administrator and district administrator of assessment, research and evaluation. In 2000, Sandy created a laboratory to develop better methods for gathering, analyzing, reporting and using assessment data to guide the instructional process in a standards-based educational environment. In 2001, he committed his data laboratory to direct support of the Riverside County Achievement Teams in California. He now functions as a Riverside team member specializing in the analysis and use of assessment data. Sandy provides consulting services in assessment, data analysis and mathematics to schools, districts and state agencies across the country. Sandy holds master's degrees in both education and systems management and a doctorate in education.

Making Time Count: Research-Based Instructional Strategies

Subject: Assessment, Data, Professional learning communities

Grades: K-12

Doing What Works is the Department of Education's initiative to bring applied research to the classroom by providing multi-media tools to teachers and teacher educators that illustrate research-based practices. All materials are web-based and include interviews with experts and practitioners, demonstrations of school and classroom applications, and practical tools. In this session, you'll learn what the research says about spacing learning over time and see how teachers get the most from everyday tools like quizzes and homework.

Jennifer Ballen Riccards

Dr. Riccards is currently a Management and Program Analyst at the U.S. Department of Education, in the Office of Planning, Education, and Policy Development. She manages the Doing What Works website, an exciting new initiative to assist educators in implementing research-based practices in schools and classrooms. Previously she has worked with numerous grantees of the Bill & Melinda Gates Foundation, including the Texas High School Project and the National League of Cities. Dr. Riccards has also worked at Turning the Page, a non-profit organization working to increase family and community involvement in District of Columbia schools, the White House Millennium Council, and the National Board for Professional Teaching Standards. She began her career at the U.S. Department of Education working on issues around family involvement in education. Dr. Riccards has an Ed.D. in educational leadership from the University of Pennsylvania, with dissertation work focused on the Washington, D.C. school voucher program. She also holds an M.A. in education policy analysis and a B.A. in psychology, both from Stanford University.

Nikola Filby

During three decades in educational R&D, Filby's work has consistently spanned the boundaries between research and practice. She has directed collaborative projects that bring educators together across organizational and state boundaries to learn with and from each other and support improvements in practice based on R&D. She has been a leader in interorganizational projects to develop R&D resources for educators across the nation. Filby currently directs the Innovation Studies Program at WestEd, which aims to help educators learn about and implement promising ideas from research and practice. As director, she oversees the development of Innovation Guides, a major series of publications produced for the Office of Innovation and Improvement in the U.S. Department of Education, as well as web-based dissemination projects. She directs the Doing What Works initiative, in partnership with AIR and RMC, to produce a website that builds on research reviews by the Institute of Education Sciences to help educators not only understand but do what works. The Doing What Works website provides expert interviews, multimedia descriptions of schools using the research-based practices, and tools to support planning and implementation. She received a BA in psychology from Wellesley College and a PhD in educational psychology and learning from Stanford University.

Professional Learning Communities

Subject: Professional learning communities

Grades: K-12

Participants will learn how a professional learning community is a power ingredient in systemic change models. Participants will learn how to explicitly put the process into place.

Karen Valdes

Karen Valdes has worked as a kindergarten through fifth grade regular and special education teacher since 1981. She has been involved in education for the past 25 years and trains teachers and administrators in research-based instruction. Karen has also served as a mentor and master teacher and university instructor. She previously served as the regional director for the Riverside County Office of Education's Riverside County Achievement Team program and is currently the assistant superintendent of curriculum and instruction for the Menifee Union School District. Karen has been recognized twice as a district Teacher of the Year and Riverside County Teacher of the Year. Karen has a master's degree in special education and advanced certification for working with English language learners.

Teacher Leadership in a Community

Subject: Assessment, Data, Professional learning communities

Grades: K-12

This session Modeled on the work of doctors Rick DuFour, Doug Reeves and Robert Marzano provides an overview of the role of teacher leaders in a Professional Learning Community (PLC). Participants will learn the 5Cs of a PLC that have been effective in helping teacher teams get started in the PLC process. As a result of this session, participants will learn how to engage in collaborative team work focused on results and learning. You will learn about collaboration, curriculum pacing, common assessments, data analysis and academic intervention, all of which support the creation of instructional alignment within grade levels and departments. The model emphasizes a practical implementation approach for administrators and teachers.

Jay Westover

Jay Westover's career has focused on improving student achievement through collaboration and distributed leadership. This was his passion as a high school science teacher, project specialist, assistant principal, and principal at Loma Vista Middle School, a Title I school. While at the Riverside County Office of Education located in Riverside, Calif., Jay supported 23 school districts by providing training and support to administrators and teachers for increasing their leadership capacity to implement Professional Learning Communities. Jay received advanced training with the Leadership and Learning Center, Mid-Continent Research for Education and Learning (McRel) and Center for Cognitive Coaching. As the CEO of the Center for Educational Efficacy (CEE), Jay currently provides training and support in the areas of leadership responsibilities, learning communities, data-driven decision-making and research-based teaching strategies.