

Office of the Director of Curriculum and Assessment
Acton-Boxborough Regional School District
(978) 264-4700, x3213
<http://www.abschools.org/departments/curriculum>

TO: Glenn Brand, Superintendent
FROM: Deborah Bookis, Director of Curriculum and Assessment
DATE: January 20, 2015
RE: Report on Professional Learning Day, January 16, 2015

PreK – Grade 6: AB Literacy Celebration

The definition of literacy has changed substantially. In 2010, the Teaching and Learning Committee reviewed the most current research on Literacy and created a working definition:

A literate person is one who, throughout life, deepens her knowledge and develops her potential through reading and writing; listening and viewing; speaking and presenting; creating and innovating; thinking critically.

A literate person deciphers meaning and expresses ideas through a range of media.

A literate person effectively communicates her insight and/or knowledge.

A literate person transfers learning to new situations in her own life and in the life of the community and the world.

Over the past few years, there has been work around the new MA English Language Arts (ELA) and Literacy standards. RJ Grey Junior High began by focusing on reading strategies, implementing daily silent reading for students and staff, supporting a student-produced literacy magazine, differentiating literacy assessments, and creating a library for reading materials appropriate for different student needs. Additionally, a group of teachers from several disciplines has been collaborating as part of a two-year grade seven through twelve Disciplinary Literacy initiative.

Our pre-schools are using portfolio assessment to measure literacy skills, including emergent writing skills and knowledge of the alphabet. Through the Pre-K Science, Technology, Engineering and Mathematics (STEM) Guided Workshop, they continue to make connections with the new MA ELA and Literacy Framework and Science & Technology. These include using specific scientific language and providing developmentally appropriate activities, including songs and picture books that address literacy.

The elementary schools are unpacking standards; creating and calibrating writing prompts, rubrics and checklists; designing lessons for implementing the literacy standards across disciplines; addressing author's craft as it relates to the reading standards; and implementing reading and early literacy assessments.

While we continue to refine what we have in place and prepare for continued work in this area, we set aside this Professional Day with three goals in mind:

- ~ To forge some new relationships and enrich existing ones within our newly formed district.
- ~ To be inspired by the learning and teaching of each other.
- ~ To gather feedback so the Curriculum and EdTech departments know where to focus our efforts to continue to support literacy teaching and learning.

The day began with an inspiring keynote address by Lester Laminack, a full-time writer and consultant working with schools throughout the United States, that combined two ideas: *Writing as a Pursuit of Passion* and *Where Ideas Come From: An Examination of the Spark that Ignites a Story*.

Participants then attended mini workshop sessions based on their own identified interests in the three following categories; these were facilitated primarily by their colleagues:

- ~ a mini-workshop session in their “wheelhouse” (something they can take back and use directly in their work with students),
- ~ a mini-workshop that helps them stretch their learning and teaching of literacy,
- ~ a mini-workshop purely to learn about what’s happening with literacy teaching and learning in the district.

Please see the attached document that lists the many varied mini-sessions offered during Professional Day.

Acton-Boxborough Regional High School: Submitted by JoAnn Campbell and Beth Baker

ABRHS spent two hours in the morning working in cross-curricular groups. They shared what a typical thirty-minute homework assignment looks like in their classes and how that homework assignment fits into the work they do in their classes. They then discussed what they believe about the purpose of homework and how much homework they believe students should have on a given night. The groups later shared with the larger group. All departments also talked about midyears and workload. Additionally, several departments used the time to do some content-specific collaboration.

Physical Education and Health: Submitted by David James

The K-12 Physical Education and Health Department spent time finalizing the department’s vision and mission statements. K-6 Physical Education teachers shared the skill development in the new *Circus* and *Appalachian Trail* units. The Physical Education teachers, grades 7-8, worked with an adaptive physical education specialist, and the grades 9-12 Physical Education and Health teachers worked on their District Determined Measures.

Nursing: Submitted by Diane Spring and Diana McNicholas

The elementary level nurses participated in an onsite CPR/AED class for healthcare providers taught by an outside-authorized American Heart Association instructor. For the remaining approximately two hours, they each took on-line course work of their individual choosing through Northeastern University's School Health Institute on topics such as the following: "Re-entry to School after Psychiatric Hospitalization," "Trauma Sensitivity & A.C.E. Awareness in the School Setting," "Guidelines for Best Practices in the Use of Electronic Health Records," and "Infection Control." The nurses obtained nursing continuing education credits from Northeastern University.

The JHS nurses completed an on-line program from St. Anselm's College on Diabetes Pharmacology. They were also all recertified in CPR and AED training.

The high school nurses attended an all staff faculty meeting at the high school, specifically regarding homework for high school students. The nurses worked with their groups in discussions about this topic.

K-12 Counseling and Psychological Services Department: Submitted by Hilary Bonnell and Todd Chicko

In the morning, the elementary counselors and psychologists talked about DDMs, caseloads, testing requirements, and social emotional functioning of students. Counselors and Psychologists 7-8 met to discuss DDMs. Counselors and Psychologists 9-12 met with the high school faculty to discuss workload. Later in the morning, they all met together to discuss student transitions from the RJ Grey Junior High to ABRHS. In the afternoon, Counselors and Psychologists K-12 met to discuss transitions, the WISC, professional development ideas, and current mental health trends.

K-12 OT/PT Department: Submitted by Lynne Laramie

In the morning, staff watched the webinar: *Children with ADHD: Defining Features, Interventions, and the Use of Stability Balls*, followed by an intervention discussion of stability balls with specific students and within specific classrooms.

In the afternoon, staff discussed students and treatment plans and evaluation results. They also brainstormed obstacle course ideas about various types of equipment and skill building.

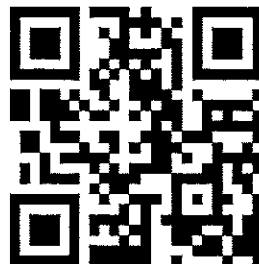


AB Literacy Celebration

Professional Day, January 2015

- 8:00 - 8:20 Mix and Mingle with Music
- 8:30 - 9:45 Keynote Speaker: Lester Laminack in Dragonfly Theatre
- 9:45 -10:15 Pick up a copy of Lester's book and travel to Session A
- 10:15-11:05 Session A Workshop
- 11:10-12:10 Lunch
Pick up your *grab and go* lunch in the large cafeteria
Eat in the large cafeteria, small cafeteria, commons area
- 12:25-1:15 Session B Workshop
- 1:30 - 2:20 Session C Workshop
- 2:30 Ending time

Registration site:
<http://goo.gl/q4mpJY>



Professional Learning Day
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Presenter Name	Workshop Title	Description
Karoly Baglio, Special Educator, JHS	Study Skills for Learning Centers and How To Access the Curriculum [Gr. 4-8]	Workshop designed to assist teachers in learning how to incorporate study skills instruction and vocabulary into their curriculum. Topics that will be discussed include: time management, organization of materials, academic vocabulary, comprehension skills, and managing information and ideas.
Karen Cavanagh, Technology Assistant, Conant	Digital Storytelling: Explore Educational Uses & How to Create a Digital Story [Gr. 3-6]	This workshop will briefly describe the benefits of digital storytelling, explore some ways to include storytelling into the classroom and what resources can be used. Participants will be guided in making a digital story.
Karen Cavanagh, Technology Assistant, Conant	Digital Storytelling: Explore Educational Uses & How to Create a Digital Story [Gr. 3-6]	This workshop will briefly describe the benefits of digital storytelling, explore some ways to include storytelling into the classroom and what resources can be used. Participants will be guided in making a digital story.
Joan Celebi, Reading Teacher, JHS	Comprehension Strategies in the Content Areas; for All Students, In Any Class, Any Time! [Gr. 6-8]	All students -- from the academically gifted to the struggling reader -- can benefit from reading strategies that help them deepen their comprehension and become more effective, perceptive, and engaged in their academic work. In this workshop, we will explore simple, research-based strategies that can help your students gain greater meaning from what they read. The focus will be on strategies that are quick and easy to use -- in any subject area!
Joan Celebi, Reading Teacher, JHS	Comprehension Strategies in the Content Areas; for All Students, In Any Class, Any Time! [Gr. 6-8]	All students -- from the academically gifted to the struggling reader -- can benefit from reading strategies that help them deepen their comprehension and become more effective, perceptive, and engaged in their academic work. In this workshop, we will explore simple, research-based strategies that can help your students gain greater meaning from what they read. The focus will be on strategies that are quick and easy to use -- in any subject area!
Penny Clare Literacy Consultant	Weaving the Expectations of the Teachers College Units of Study and Six Trait Skill Instruction [PreK-6]	Embedded in the Calkins program are both the skills of the CCSS and the teaching strategies of Six Traits. In this brief workshop we will discuss and plan how to blend strategies and 6 traits instruction to support your students as they experience the rigors and successes of the TC Units. AND- this can be blended with strategies you have used and are familiar with already! TEACHERS ARE ASKED TO BRING A UNIT MANUAL FROM THE UNITS OF STUDY WITH THEM IF THEY HAVE THEM
Penny Clare Literacy Consultant	Narrative Writing [PreK-3]	Strategies and skills to nurture beginning writers to successfully write Narrative Stories. This workshop will contain practical suggestions for teacher instruction in Narrative Writing while meeting the CCSS and incorporating the rigor of the current expectations. We will also delve into conferencing and sharing techniques and how this part of the writing process fosters more confident and proficient writers.
Penny Clare Literacy Consultant	Weaving the Expectations of the Teachers College Units of Study and Six Trait Skill Instruction [PreK-6]	Embedded in the Calkins program are both the skills of the CCSS and the teaching strategies of Six Traits. In this brief workshop we will discuss and plan how to blend strategies and 6 traits instruction to support your students as they experience the rigors and successes of the TC Units. AND- this can be blended with strategies you have used and are familiar with already! TEACHERS ARE ASKED TO BRING A UNIT MANUAL FROM THE UNITS OF STUDY WITH THEM IF THEY HAVE THEM
Cami Condie Literacy Consultant	No More Encyclopedia-Like Writing! Helping Elementary Students Write Engaging Informational Text [Gr. K-6]	Informational writing can be interesting, descriptive, and fun. In this workshop we will begin an informational piece using strategies from Lucy Calkins' Units of Study and Ralph Fletcher's Nonfiction Craft Lessons. We will then share additional mini-lessons that can be used to engage students in informational writing.
Cami Condie Literacy Consultant	Content-Based Interventions for Elementary ELLs [Gr. K-6]	This presentation will present the core elements of a successful summer, four-week partnership between a public K-5 School with a large population of ELLs and Salem State University. Successful interventions included language situated in rich, motivational science content and diagnostic guided reading instruction. Suggestions will be presented for adapting the fundamental principles to improve literacy across the curriculum for at-risk ELLs followed by Q&A.
Kerry Cusick, Reading Teacher, Merriam	Small Group Reading Instruction - Utilizing Short Texts to Make Meaning [Gr. 1-6]	Have you ever wondered how small groups help you uncover hidden time in your teaching for meeting individual students' needs? Together, we'll work more closely delivering how-tos on: *using formative assessment to create groups of readers with common needs *differentiating for individuals, even when they're in a group *enhancing your Tier 1 and Tier 2 instruction. For comprehension, fluency, engagement, print work strategies, and comprehension, we'll share ideas for assessment and flexible grouping structures as well as a common language. We'll help readers: *get into texts and get more out of them *learn vital strategies that help them read more challenging texts *talk about books with rigor and vigor. Ultimately, you'll discover how small groups can make such a big difference in your classroom.
Kerry Cusick, Reading Teacher, Merriam	Small Group Reading Instruction - Utilizing Short Texts to Make Meaning [Gr. 1-6]	Have you ever wondered how small groups help you uncover hidden time in your teaching for meeting individual students' needs? Together, we'll work more closely delivering how-tos on: *using formative assessment to create groups of readers with common needs *differentiating for individuals, even when they're in a group *enhancing your Tier 1 and Tier 2 instruction. For comprehension, fluency, engagement, print work strategies, and comprehension, we'll share ideas for assessment and flexible grouping structures as well as a common language. We'll help readers: *get into texts and get more out of them *learn vital strategies that help them read more challenging texts *talk about books with rigor and vigor. Ultimately, you'll discover how small groups can make such a big difference in your classroom.

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Kate Gibalerio Classroom Teacher, McT	Lifting the Level of Comprehension Using Media, Short Texts, and Partner Talk [Gr. 2-4]	Based on the work of Kate Roberts and Christopher Lehman (authors of Falling in Love with Close Reading) and other instructors at the Teachers College Summer Reading Institute, this workshop will focus on engaging students in order to scaffold instruction in comprehension. Using high interest short texts, including films, I will share ways I've incorporated the strategies demonstrated at TC into my third grade Reading Workshop
Kate Gibalerio Classroom Teacher, McT	Lifting the Level of Comprehension Using Media, Short Texts, and Partner Talk [Gr. 2-4]	Based on the work of Kate Roberts and Christopher Lehman (authors of Falling in Love with Close Reading) and other instructors at the Teachers College Summer Reading Institute, this workshop will focus on engaging students in order to scaffold instruction in comprehension. Using high interest short texts, including films, I will share ways I've incorporated the strategies demonstrated at TC into my third grade Reading Workshop
Ann Marie Gleeson Primary Source Consultant	Primary Sources and Close Reading [Gr. 5-8]	In this workshop, led by Primary Source staff, we will explore how to do a close reading of primary source documents in social studies. We will consider how to find and select grade-appropriate primary source materials, adapt text, and craft close-reading text-dependent questions that support students' historical thinking skills.
Ann Marie Gleeson Primary Source Consultant	Primary Sources and Close Reading [Gr. 1-4]	In this workshop, led by Primary Source staff, we will explore how to do a close reading of primary source documents in social studies. We will consider how to find and select grade-appropriate primary source materials, adapt text, and craft close-reading text-dependent questions that support students' historical thinking skills.
Mairin Gulliver Classroom Teacher, Conant	Integrating Literacy and Science in the Primary Grades [PreK-3]	In this workshop, we will explore how as teachers we can find time to fit science into our packed days. We can create integrated opportunities to teach science units while building on literacy skills. We will explore how to integrate the Speaking and Listening, Reading and Writing Common Core standards with the new science standards.
Heather Haines, Elementary Math Curriculum Specialist/ Coach	Math Vocabulary [PreK-8]	In order to engage in the eight math practices, students need to have a strong math vocabulary. Engaging in meaningful problem solving, critiquing the reasoning of others and precisely explaining your own thinking all need a strong understanding of the language of math. We will talk about research concerning vocabulary instruction, strategies for teaching math vocabulary, and share resources for word banks and vocabulary activities.
Heather Haines, Elementary Math Curriculum Specialist/ Coach	Writing in Math [Gr. 2-5]	Writing about math is not only important because it is a part of our state test, but because it requires students to organize and reflect on their thinking about mathematical ideas. It also provides us as teachers a way to further understand our students thinking and misconceptions. We will look a resources for starting writing in your classroom, open response prompts, journal questions, and rubrics.
Heather Haines, Elementary Math Curriculum Specialist/ Coach	Writing in Math [Gr. 6-8]	Writing about math is not only important because it is a part of our state test, but because it requires students to organize and reflect on their thinking about mathematical ideas. It also provides us as teachers a way to further understand our students thinking and misconceptions. We will look a resources for starting writing in your classroom, open response prompts, journal questions, and rubrics.
Robyn Harding Classroom Teacher, Conant	Google Presentation to support non-fiction literacy instruction [Gr. 4-8]	Learn how students can use Google Presentation to create online presentations using non-fiction texts.
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Peggy Harvey, Instructional Technology Specialist, K-12	Digital Storytelling on the iPad [PreK-8]	Learn to use storytelling apps for the iPad to unleash student creativity and support differentiated literacy instruction. Digital storytelling has the power to enhance literacy skills beyond traditional forms by enabling students to communicate in multimodal ways that involve images, sounds, videos and text. We will focus primarily on free apps that you can download and explore immediately. Participants are encouraged to bring an iPad and know their Apple ID and password.
Peggy Harvey, Instructional Technology Specialist, K-12	Making Global Connections to Literacy Learning with Google Earth and Google Lit Trips [Gr. K-5]	Google Earth has the power to bring the world to your literacy instruction. After reviewing various ways Google Earth can be used in the classroom, we will explore Google Lit Trips, a free library of files that work with Google Earth to mark the journeys of characters from literature and provide placemarks, relevant media, discussion starters, and other interactive tools that support making "real world" connections to literature.
Peggy Harvey, Instructional Technology Specialist, K-12	Making Global Connections to Literacy Learning with Google Earth and Google Lit Trips [Gr. 6-8]	Google Earth has the power to bring the world to your literacy instruction. After reviewing various ways Google Earth can be used in the classroom, we will explore Google Lit Trips, a free library of files that work with Google Earth to mark the journeys of characters from literature and provide placemarks, relevant media, discussion starters, and other interactive tools that support making "real world" connections to literature.
Spencer Harvey and Chuck Donovan, Social Studies Teachers, JHS	Vocabulary and Word Generation [Gr. 6-8]	This presentation will address strategies for vocabulary acquisition done through an interdisciplinary approach at the Jr. High
Melissa Hayes and Celia Knight, Art Teachers: Conant and Gates	Exploring Visual Thinking Protocols [PreK-8]	Learn about and explore various visual thinking routines that can be used to describe visual images (artwork/photographs) or pieces of music. Protocols such as Project Zero's Project MUSE (Museums Uniting with Schools in Education) Questioning protocol, Looking/Listening Ten x Two (a routine for observing & describing), and Token Response (a routine for discussing visual images.) We will discuss strategy structures, explore visual thinking protocols, and work on adapting them for use in subject specific curricula.

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Melissa Hayes and Celia Knight, Art Teachers: Conant and Gates	Exploring Visual Thinking Protocols [Gr. PreK-8]	Learn about and explore various visual thinking routines that can be used to describe visual images (artwork/photographs) or pieces of music. Protocols such as Project Zero's Project MUSE (Museums Uniting with Schools in Education) Questioning protocol, Looking/Listening Ten x Two (a routine for observing & describing), and Token Response (a routine for discussing visual images.) We will discuss strategy structures, explore visual thinking protocols, and work on adapting them for use in subject specific curricula.
Lynne Kondracki, Math Teacher, JHS	Notability [Gr. K-8]	Do you model taking notes, sentence diagramming, math problems, reading text, - anything done on paper? Are you considering going paperless with notes? This may be the class for you. Are you comfortable with Google Word or using pdfs? This class is all about how to and take notes with your students using an iPad. You will learn how to approach using Notability, learn the writing, highlighting tools, how to clear, delete or save notes to your Google Drive which can then be posted to your website. For this workshop I will provide iPads, Notes, instruction reference packet.
Lynne Kondracki, Math Teacher, JHS	Explain Everything [Gr. 5-8]	Hey, do you want to be your own 'Sal Khan'? Are you thinking you want to 'Flip Your Classroom'? It is easier than you think. If you can use a stylus, talk and create a storyboard for a lesson, join me and I will walk you through the basics of Explain Everything. This is a powerful iOS app that can allow you to do as it states - Explain Everything. You can import images, do video, write and 'think aloud' and more. During this mini-session we will do a few basics to create a video that can be posted. For this workshop I will provide iPads, a story board, instruction reference packet
Robin Kynoch Classroom Teacher, McT	"Reading" Paintings: How Visual Literacy, Reading, and Writing Can Connect in the Classroom [PreK-8]	How is looking at a painting like reading a book? We'll look at a variety of pieces of artwork, and try to make connections to reading and writing in the classroom. You will also have time to explore the MFA educator's website and create a gallery of your own. You don't need to be an art teacher to include visual literacy in your classroom!
Robin Kynoch Classroom Teacher, McT	"Reading" Paintings: How Visual Literacy, Reading, and Writing Can Connect in the Classroom [PreK-8]	How is looking at a painting like reading a book? We'll look at a variety of pieces of artwork, and try to make connections to reading and writing in the classroom. You will also have time to explore the MFA educator's website and create a gallery of your own. You don't need to be an art teacher to include visual literacy in your classroom!
Lester Laminack, Keynote Speaker/Literacy Consultant	When Writers Read [PreK-8]	Writers approach a text with an eye for more than "what's the story here?" Writers look for structure, craft, intention, bias, and authenticity of content in any text. Learning to read like a writer has many important implications for literacy. Explore ways to help your students look at text and question the credentials and knowledge base of the writer, identify craft examples in that text, pay attention to structure, and then transfer what they have learned to their own writing. Teach your student how good writing is more than just beautiful language. Work with some of the best children's literature available, and become grounded in the craft lessons contained in those books. Return to your classroom and use those same books and identified craft lessons as curriculum for a successful year of teaching writing.
Lester Laminack, Keynote Speaker/Literacy Consultant	Crafting As Revision [PreK-8]	Lead your writers to reread and revisit their earlier work with a specific lens focused on opportunities for zooming in, tightening a scene, clarifying an image, and getting specific. As small stack of thoughtfully chosen texts used as read-alouds can provide the lens for looking again with a new focus.
Maureen Lin, English Teacher, JHS	Using Protocols in the Classroom [Gr. 3-8]	I will share a variety of protocols that can be used in the classroom to facilitate discussion and foster critical thinking skills. A new protocol for teaching kids to ask questions will be included (based on the book: Make Just One Change - Teach Students to Ask Their Own Questions by Rothstein and Santana
Maureen Lin, English Teacher, JHS	Using Protocols in the Classroom [Gr. 3-8]	I will share a variety of protocols that can be used in the classroom to facilitate discussion and foster critical thinking skills. A new protocol for teaching kids to ask questions will be included (based on the book: Make Just One Change - Teach Students to Ask Their Own Questions by Rothstein and Santana
Janet MacNeil, K-8 Science Coordinator, Brookline Public Schools	Writing in Science using CER (Claims, Evidence & Reasoning) for Grades 7-8	The Science Practices call for students to be able to argue from evidence and to obtain, evaluate, and communicate information. The ELA and Math Practice Standards call for students to be able to construct viable and valid arguments and critique the reasoning of others. This workshop will focus on the CER Framework which provides a structure for students to be able to write informational or argumentative pieces that include claims, evidence, and reasoning.
Janet MacNeil, K-8 Science Coordinator, Brookline Public Schools	Writing in Science using CER (Claims, Evidence & Reasoning) for Grades K-3	The Science Practices call for students to be able to argue from evidence and to obtain, evaluate, and communicate information. The ELA and Math Practice Standards call for students to be able to construct viable and valid arguments and critique the reasoning of others. This workshop will focus on the CER Framework which provides a structure for students to be able to write informational or argumentative pieces that include claims, evidence, and reasoning.
Janet MacNeill, K-8 Science Coordinator, Brookline Public Schools	Writing in Science using CER (Claims, Evidence & Reasoning) for Grades 4-6	The Science Practices call for students to be able to argue from evidence and to obtain, evaluate, and communicate information. The ELA and Math Practice Standards call for students to be able to construct viable and valid arguments and critique the reasoning of others. This workshop will focus on the CER Framework which provides a structure for students to be able to write informational or argumentative pieces that include claims, evidence, and reasoning.

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Kate McMillan, Classroom Teacher, and Connie Long, Elementary Library/Media Specialist, Blanchard	Great Reads Book Share [Gr. K-8]	Join Connie Long, Library Media Specialist and a picture book enthusiast, and Kate McMillan, grade 6 ELA teacher and a devoted bookworm, in sharing some great titles that are being used in the classroom across the grade levels. While a picture book may be a read aloud in the primary grades, it might make a great mentor text in an intermediate classroom. Bring some of your own favorite titles to share how they can be used for instructional purposes across the grade levels.
Kate McMillan, Classroom Teacher, and Connie Long, Elementary Library/Media Specialist, Blanchard	Interactive Read Alouds in the math, science, and social studies content areas [Gr. 3-6]	Join Kate McMillan, 6th grade ELA/SS teacher, and certified Literacy Specialist K-12, and Connie Long, Library Media Specialist in an exploration of how to incorporate the use of read-alouds into content area learning. Read alouds not only make content area reading more motivating, but also support and enhance student understanding of unfamiliar content area vocabulary and concepts.
Ann Marie Mercadante-Pastor Classroom Teacher, Conant	Beers & Probst's Notice & Note Strategies for Close Reading: 6 Signposts for Narrative Texts that Both Engage and Empower Students to Think Deeply About Texts [Gr. 3-8]	Narrative texts for children and young adults share common features/elements that Beers & Probst refer to as "signposts". The authors identify six specific "signposts" that may assist students in engaging in close reading strategies, where they are able to identify the signposts, stop and ponder their significance, and ultimately, ask and answer text-dependent questions. This close reading strategy approach is applicable for students from grades 4-12, but could be introduced to third graders as well. In this workshop, you will be introduced to the six signposts, as well as one teacher's approach to introducing this strategy to 3rd and 4th graders. This approach is both empowering and motivating for students; it provides a concrete and accessible method for thinking deeply about text.
Ann Marie Mercadante-Pastor Classroom Teacher, Conant	Beers & Probst's Notice & Note Strategies for Close Reading: 6 Signposts for Narrative Texts that Both Engage and Empower Students to Think Deeply About Texts [Gr. 3-8]	Narrative texts for children and young adults share common features/elements that Beers & Probst refer to as "signposts". The authors identify six specific "signposts" that may assist students in engaging in close reading strategies, where they are able to identify the signposts, stop and ponder their significance, and ultimately, ask and answer text-dependent questions. This close reading strategy approach is applicable for students from grades 4-12, but could be introduced to third graders as well. In this workshop, you will be introduced to the six signposts, as well as one teacher's approach to introducing this strategy to 3rd and 4th graders. This approach is both empowering and motivating for students; it provides a concrete and accessible method for thinking deeply about text.
Sara O'Neal and Elizabeth Broadwater, Science Teachers, JHS	Using Literature Circles for Non-fiction Articles [Gr. 5-8]	In this workshop we will discuss the use of "Textmasters" as a protocol for guiding small group discussions of non-fiction texts in science. Textmasters is based on the work of literature circles.
Jean Oviatt-Rothman Elementary Science and Health Curriculum Specialist/Coach	Using Picture Books in Science [Gr. 2-6]	Reading picture books aloud during science can be a great way to engage all students. It also provides an opportunity to integrate reading comprehension strategy instruction with science learning. There are many benefits and yet also some potential pitfalls to using picture books in science. This workshop will provide examples and resources for how to effectively integrate picture books into your science curriculum.
Jean Oviatt-Rothman Elementary Science and Health Curriculum Specialist/Coach	Productive Talk in Science Discussions [Gr. 3-8]	Productive Science Talks provide a way to effectively integrate speaking and listening goals with science content and practices. In this workshop, participants will learn about the value of productive talk and view videos to see it in action during science lessons. Participants will also gain a set of strategies to implement productive talk in their own classroom. Although the focus will be on how to use productive talk in science discussions, the strategies can be applied to various curricular areas to encourage all students to engage in academic discourse.
Chris Porth and Margie Callaghan, Music Teachers: Merriam and Blanchard	Seeing, Saying, Moving, Playing - Elements of Music Literacy in the Classroom [PreK-3]	What is Music Literacy and why does it play a role in education? How do Multiple Intelligences play a role in Curriculum and the development of the whole person? We won't try to answer everything in these big questions, but we will give you an active experience of what is like to enjoy the learning found in developing Music Literacy. We will cover ways Music Teachers build literacy skills that are also found in the regular classroom, and how Music touches other subjects that can be graced when combined with music activity. Come ready to be out of your seats and walk away with a better idea of Music Literacy carrying a pack of activities and songs YOU can use in YOUR room to teach content Musically.
Chris Porth and Margie Callaghan, Music Teachers: Merriam and Blanchard	Seeing, Saying, Moving, Playing - Elements of Music Literacy in the Classroom [Gr. 4-8]	What is Music Literacy and why does it play a role in education? How do Multiple Intelligences play a role in Curriculum and the development of the whole person? We won't try to answer everything in these big questions, but we will give you an active experience of what is like to enjoy the learning found in developing Music Literacy. We will cover ways Music Teachers build literacy skills that are also found in the regular classroom, and how Music touches other subjects that can be graced when combined with music activity. Come ready to be out of your seats and walk away with a better idea of Music Literacy carrying a pack of activities and songs YOU can use in YOUR room to teach content Musically.
Sharon Ryan, Elementary Literacy and Social Studies Curriculum Specialist/Coach	Incorporating Purposeful Talk to Enhance Reading Comprehension in Grades 3 - 8	This session will focus on how we can modify our teaching to help children comprehend more deeply and lastingly through the use of purposeful talk. We will utilize research-based strategies from Teachers College Reading and Writing Project, Ellin Oliver Keane, and Maria Nichols in our work together.
Sharon Ryan, Elementary Literacy and Social Studies Curriculum Specialist/Coach	Using Picture Books to Build a Repertoire of Reading Comprehension Strategies [PreK- 2]	This workshop is designed to support the use of picture books to build a repertoire of reading comprehension strategies in the early literacy classroom / program. Participants will explore a variety of picture books, poetry, and online resources as well as professional resources that offer suggestions for selecting children's books. Participants are encouraged to bring and share children's literature that they've found to be effective in enhancing young literacy learners' comprehension!

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Sharon Ryan, Elementary Literacy and Social Studies Curriculum Specialist/Coach	Evernote and Literacy for Educators [PreK-8]	This presentation will provide an overview of the use of Evernote as a organizational tool to compile and manage student data within your classroom / program to support literacy learners. Participants will learn how to create notes & notebooks, make digital recordings, take photos, and create student literacy portfolios. Participants are encouraged to bring a laptop or iPad to this session to get started with this free on-line tool!
Karen Tower Assistant Principal, Blanchard	Opinion/Argumentative Writing [Gr. 5-8]	Writing persuasive arguments is a natural expression for opinionated teens and tweens. Inspire their expression of their ideas in this workshop including lesson ideas, writer's craft in the language of persuasive writing, and multimedia resources to use with your students.
Karen Tower Assistant Principal, Blanchard	Writing Workshop for Administrators: Best Practices in Writing Instruction [PreK-8 Administrators]	This workshop will focus on understanding the basic elements of writing and assessment for students in grades K - 8, what to look for in an observation of a writing lesson, and how to understand student growth and achievement. Bring your questions and concerns, as I will adjust the workshop to your needs.
Karen Tower Assistant Principal, Blanchard	Opinion/Argumentative Writing [Gr. 5-8]	Writing persuasive arguments is a natural expression for opinionated teens and tweens. Inspire their expression of their ideas in this workshop including lesson ideas, writer's craft in the language of persuasive writing, and multimedia resources to use with your students.
Lannon Twomey, K-12 Speech and Language Specialist, and Beth Thoman, Special Educator, Blanchard	Let's Talk about Comprehension: Facilitating comprehension conversations in the Pre K-4 classroom	This mini-workshop will demonstrate to classroom teachers strategies and methods to support students' active engagement in conversations about what they are reading. There will be a focus on using sentence starters that target specific comprehension strategies (such as predicting, inferencing, questioning, making connections).
Lannon Twomey, K-12 Speech and Language Specialist, and Beth Thoman, Special Educator, Blanchard	Let's Talk about Comprehension: Facilitating comprehension conversations in the PreK-4 classroom	This mini-workshop will demonstrate to classroom teachers strategies and methods to support students' active engagement in conversations about what they are reading. There will be a focus on using sentence starters that target specific comprehension strategies (such as predicting, inferencing, questioning, making connections).
Sara Wilcox Classroom Teacher, Conant	Web 2.0 Tools for Interdisciplinary Literacy [Gr. 4-8]	Learn how the following Web 2.0 tools expand literacy skills in and beyond the ELA classroom. Time will be provided at the end of the session for teachers to explore these tools on their own devices. Lucid Press: Digitally publish writing with the option to include multimedia Thinglink: Read and annotate images with text, multimedia, and URL links Google Maps: Annotate a map with text, images, videos, and URL links
Sara Wilcox Classroom Teacher, Conant	Web 2.0 Tools for Interdisciplinary Literacy [Gr. 4-8]	Learn how the following Web 2.0 tools expand literacy skills in and beyond the ELA classroom. Time will be provided at the end of the session for teachers to explore these tools on their own devices. Lucid Press: Digitally publish writing with the option to include multimedia Thinglink: Read and annotate images with text, multimedia, and URL links Google Maps: Annotate a map with text, images, videos, and URL links
Diana Woodruff, K-12 Director of Visual Arts, and Anne Kress, Art Teacher, Merriam	Visual Literacy: Images and Words [PreK-8]	Participants will engage in two activities decoding images using the strategies - Looking at Art: Investigations Visual literacy is "...the ability to find meaning in imagery. It involves a set of skills ranging from simple identification (naming what one sees) to complex interpretation on contextual, metaphoric and philosophical levels. (Yenawine, 1997) Visual Thinking Strategies(VTS)