

**HARRISON CENTRAL SCHOOL DISTRICT  
IN-SERVICE PROGRAM – 2014-2015**

<b>Course Name – Instructor(s)</b>	<b>Course Description</b>
<p><b>Bridges to Literacy Study Group</b></p> <p>J. Barker L. Holcomb</p> <p>Aug. 1, 4, 13, 22, 2014 Follow-up date during the school year.</p>	<p>The purpose of this study group is to develop expertise among the Bridges to Literacy faculty as they work with the most struggling readers in the district during the summer intervention program August 4 - 22, 2014. Using Richard Allington's work on RTI as a research base and Fountas and Pinnell's Continuum of Literacy Learning, BTL teachers will plan and execute targeted intervention lessons for the students in the BTL program. The members of the study group will serve as critical friends who will offer suggestions for improving the lessons and possible next steps for individual students.</p> <p>Target Audience: Teachers in the Bridges to Literacy Summer Program</p>
<p><b>Designing Valid and Reliable Performance-Based Summative Assessments (4-12)</b></p> <p>Joan O'Keeffe Brittany Langlitz</p> <p>Aug. 4-6, 2014</p>	<p>The most valid way to assess students' understanding of content, processes and skills is to use an assessment that is authentic, defined as an assessment serving a real purpose using a real audience. This course will present teachers with an opportunity to learn more about authentic performance-based assessments and apply this new learning to begin developing an authentic assessment that meets the Common Core Reading and Writing Standards. This course will be modeled after the two recently-developed authentic performance-based assessments developed by three of our LMK teachers at a PADI (Performance Assessment Design Initiative) workshop. Both of these assessments were implemented successfully with all of our 7th and 8th grade students. The course will be sequenced in the following way:</p> <ul style="list-style-type: none"> <li>• Learn the value of authentic performance assessments.</li> <li>• Learn the skills and gather the resources to design a high-quality authentic performance-based assessment.</li> <li>• Apply these skills and resources to begin designing authentic performance-based assessments for the course(s) and students you teach.</li> <li>• Implement the use of these assessments in your course.</li> <li>• Evaluate the effectiveness of the assessment.</li> </ul> <p>By course end, teachers will become more fluent in authentic performance-based assessment development which can be used in future assessments ultimately leading to a better understanding of students' mastery of a subject.</p>
<p><b>Designing Valid and Reliable Traditional Summative Assessments (K-12)</b></p> <p>Joan O'Keeffe</p> <p>Aug. 6-8, 2014</p>	<p>Since the introduction of the new APPR, the ability of teachers to develop valid and reliable summative assessments for units of study, midterms and final exams for student evaluation have become even more important. In addition, the results can be used to inform a teacher's future instruction. This is true for assessments created in all grade levels from K-12. The Standards for Educational and Psychological Testing (1999) are often used in standardized testing including those designed and used by The New York State Department of Education (NYSED). These standards ensure validity and reliability. This course will present these standards using a teacher-friendly approach and framework for easy implementation and is sequenced into the following segments:</p> <ul style="list-style-type: none"> <li>• Learn the skills and gather the resources to design a high-quality assessment.</li> <li>• Apply these skills and resources to design assessments for the course(s) and students you teach.</li> <li>• Implement the use of these assessments in your course.</li> <li>• Evaluate the effectiveness of the assessment.</li> </ul> <p>By course end, teachers will become more fluent in assessment development which can be used in future assessments ultimately leading to a better understanding of students' mastery of a subject.</p>
<p><b>Equivalency: Is It More than Simplify?</b></p> <p>Kees deGroot Dennis Kortright</p> <p>July 16-17, 2014</p>	<p>In this course, teachers will study the progression of Algebraic ideas with a focus on expressions and equivalence from grades 6 to Algebra I. This course focuses on the following learning goals:</p> <ul style="list-style-type: none"> <li>• Develop essential knowledge about equivalency</li> <li>• Raise and dispel misconceptions</li> <li>• Design appropriate tasks for assessing student understanding</li> <li>• Examine teaching techniques that support differentiation.</li> </ul>

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Follow-up date during the school year.	To achieve these goals, teachers will engage in "doing mathematics" as they unpack the Algebra standards. They will experience the mathematical practices described in the Common Core Standards, which will help them understand how these practices are utilized in the classroom. The content of this course is based on the Common Core Standards, the North Carolina "Unpacking" The Standards document and <i>Focus in High School Mathematics: Reasoning and Sense Making, National Teachers of Mathematics</i> .
<b>Facilitating Effective Study Groups</b>  Jerrod Blair  Aug. 7 & 8, 2014  Follow-up date during the school year.	<p>Harrison has made a commitment to the development of study groups as an integral component of professional learning for teachers. A study group is defined as a collaborative leadership team led by a facilitator and unified through a set of common objectives. The collective work of the group should support and extend the district's mission, challenge existing structures and inspire new practice. Facilitators are responsible for 1) developing purposeful learning objectives, 2) selecting relevant resources, and 3) utilizing appropriate strategies and protocols to foster effective facilitation.</p> <p>According to Lipton and Wellman's <i>Groups at Work</i>, "effective groups own their processes, actions and outcomes resulting in cooperation, coordination and shared understanding of procedures and protocols." This course will explore and apply the six functions of purposeful study group facilitation: 1) activating, 2) assessing, goal setting and planning 3) dialogue and discussion, 4) generating ideas, 5) summarizing and synthesizing, 6) text and information processing.</p> <p>In addition to evaluating the functions of study group facilitation, participants will be encouraged to develop their own proposal for a study group to be facilitated using the strategies and functions learned during the in-service sessions.</p>
<b>Flip Your Classroom with My Big Campus Study Group</b>  Thomasine Mastrantoni Anne Tully  July 28, 30, 31, 2014  Follow-up dates during the school year.	<p>This course is in two parts: Part 1 - Summer Study Group, Part 2 - School year Study Group. Participants will need to commit to both sections and will receive 2 credits.</p> <p>Part 1: My Big Campus is a web-based social learning network. It is designed with built-in safety features and provides a secure means of providing social media tools to aide learning in and out of the classroom. It encourages collaboration and includes digital classroom tools allowing educators to create and post, resources, assignments, build calendars and utilize assessment tools for quizzes and polls. The flipped classroom is a pedagogical model in which the typical direct instruction and homework elements are reversed. This study group will support teachers to integrate technology into their practice to inform and facilitate planning, instruction and collaborative learning through a flipped classroom model. Participants will begin to develop the skills and resources needed to foster a successful flipped classroom.</p> <p>Emphasis of this study group will be placed on the following:</p> <ul style="list-style-type: none"> <li>• Developing fluency in the technical uses of MBC.</li> <li>• Gathering &amp; creating resources that can be used to flip learning using MBC as the learning management system.</li> <li>• Identifying &amp; developing a unit of study to begin to implement the "Flip" model of learning in the classroom.</li> </ul> <p>Part 2 of this study group is designed to provide an opportunity for teachers to partner with grade level teams to develop and create flipped instructional videos around specific units of study. Teachers need to plan activities and small group instruction to facilitate deepening the students' understandings of the content and skills to develop "mastery" in these areas.</p> <p>Participants will be expected to utilize My Big Campus as the learning management system to facilitate flipped collaborative learning with their class.</p>
<b>Guided Reading &amp; Strategy Group Lessons in Gr. K-5</b>  L. Holcomb  July 28-29, 2014  Follow-up dates during the school year.	<p>Teaching through guided reading requires a balance between supporting our readers so that they experience success and stretching them to become independent problem-solvers of text. The guided reading structure helps teachers pinpoint specific challenges for readers, make informed instructional moves, and continually monitor progress. Strategy groups allow for flexibility and varied groupings based upon strategy needs rather than just levels.</p> <p>Participants in this course will use current reading research, data from running records, F&amp;Ps, videos of lessons, and conferring notes to prepare targeted instruction for readers at all levels. Teachers will be engaged in:</p> <ul style="list-style-type: none"> <li>• Studying research base around the continuum of reading behaviors.</li> <li>• Reviewing available data for incoming students to set goals.</li> </ul>

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	<ul style="list-style-type: none"> <li>Analyzing guided reading texts to determine challenges as well as opportunities for text complexity work.</li> <li>Creating guided reading lesson and strategy lesson forms that are tailored to the needs of the teacher and best record student learning.</li> <li>Planning guided reading and strategy lessons that are within students' zones of proximal development.</li> <li>Developing a plan to apply new learning from the course to teaching responsibilities during 2014 - 2015 school year.</li> </ul>
<p><b>Harrison First Year Teacher Institute</b></p> <p>Michael Greenfield, Brian Ladewig &amp; Directors/Supervisors</p> <p>Aug. 25-28, 2014</p>	<p>Day 1: District Mission &amp; Core Values, Marzano Framework for Teaching</p> <p>Day 2: Curriculum Design Principles - Designing backwards, setting instructional goals &amp; aligning assessments</p> <p>Day 3: Reflecting on teaching, sharing work &amp; building collegial relationships.</p>
<p><b>Harrison Second Year Teacher Institute: Differentiating Instruction: Design Principles and Practices</b></p> <p>Aug. 25-28, 2014</p> <p>Michael Greenfield &amp; Directors/Supervisors</p> <p>(Mandatory for Second-Year Teachers)</p>	<p>August 25-27: Differentiating Instruction: Design Principles and Practices</p> <p>August 28: Developing a Community of Learners - Reflection, Collaboration and Professional Planning for 1st and 2nd year teachers.</p> <p>Activity under revision.</p>
<p><b>Implementing the Marzano Framework in the Middle School Classroom Study Group</b></p> <p>Susan Flynn</p> <p>Aug. 28, 2014</p> <p>Follow-up dates during the school year.</p>	<p>Developing and reworking classroom practices utilizing the Marzano framework presents teachers, both new and seasoned, with an opportunity to hone their craft. In this study group, teachers will work in teams to deepen their understanding of Marzano's Domain 1, specifically Design Questions 1-5. Teachers will examine the DQs, collaborate to develop classroom practices that enhance instruction and improve student learning as well as reflect on outcomes. Teachers will utilize the reflective process to revise and refine lessons with the goal of continuous improvement. Initially, teachers will share out the strategies employed in the 2013-14 school year, specifically the HSCD Goal (DQ 1) and the LMK goal (DQ 3) followed by a further study of DQ 2, 4 and 5.</p> <p>Teachers will participate in classroom inter-visitations to observe practice and report back to the study group the observable strategies utilized by colleagues.</p>
<p><b>Learner-Focused Mentoring (Part 1)</b></p> <p>Lynn Sawyer</p> <p>August 18-19, 2014</p>	<p>This workshop series explores the important relationship between mentor teachers and the novice teachers they support. Designed as a two-course sequence leading to Harrison certification as a mentor teacher, participants will learn to become skillful guides, capable of supporting professional growth and development in the first- year teacher's classroom. While this course is primarily designed for teachers interested in becoming mentors, the learning outcomes are valuable for all educators, classroom teachers and specialists alike, as they are highly transferable strategies and skills critical for advancing professional practice.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> <li>Balance the novice teacher's immediate needs with a longer-term view of professional practice</li> <li>Consult to offer expertise and provide technical resources</li> <li>Collaborate for shared planning and problem solving</li> <li>Coach new teachers in a nonjudgmental manner</li> <li>Ask questions that promote improved instructional decision making and delivery of lessons</li> <li>Learn strategies for guiding standards-driven conversations</li> <li>Offer feedback that supports high-level instructional decision making</li> <li>Promote reflective practice as a professional habit of mind.</li> </ul> <p>For those teachers interested in applying to become a mentor during 2014-15 school year, it is obligatory to take four days of training including the Advanced Mentoring workshop that runs on the days following this course.</p>

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<p><b>Advanced Mentoring (Part 2)</b></p> <p>Lynn Sawyer</p> <p>August 20-21, 2014</p>	<p>This workshop series explores the important relationship between mentor teachers and the novice teachers they support. The second of a two course sequence leading to certification as a mentor teacher, participants will continue to expand their knowledge and skills in research-based strategies designed to support first- year teachers in Harrison.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> <li>• Balance the novice teacher's immediate needs with a longer-term view of professional practice</li> <li>• Consult to offer expertise and provide technical resources</li> <li>• Collaborate for shared planning and problem solving</li> <li>• Coach new teachers in a nonjudgmental manner</li> <li>• Ask questions that promote improved instructional decision making and delivery of lessons</li> <li>• Learn strategies for guiding standards-driven conversations</li> <li>• Offer feedback that supports high-level instructional decision making</li> <li>• Promote reflective practice as a professional habit of mind.</li> </ul> <p>For those teachers interested in applying to become a mentor during 2014-15 school year, it is obligatory to complete this course in addition to Mentoring (Part 1) prior to submitting an application to the Mentor Advisory Committee.</p> <p>Note: This course also satisfies the “retraining” requirement outlined in the Harrison Mentoring Plan.</p>
<p><b>Literacy Institute (K-12)</b></p> <p>Michael Greenfield Marina Moran Lynn Holcomb Director and Principals Teacher Facilitators</p> <p>July 8-10, 2014</p>	<p>The Harrison Literacy Institute is a three-day series of workshops designed to deepen our understanding of practical research and applied best practices in literacy instruction. This year's Institute will focus attention on Literacy in the Disciplines. As a sustained district initiative, Literacy in the Disciplines recognizes the need for developing reading, writing and thinking skills that transcend disciplines in order to prepare students for college, careers and other life pursuits. Drawing on the expertise of our own Harrison practitioners, the Institute sessions will be facilitated by faculty and members of our leadership team.</p> <p>The Institute is designed to focus on three major components of disciplinary literacy that support students' achievement in this area. These three components are:</p> <ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Research Skills</li> <li>• Persuasive &amp; Argumentative Writing</li> </ul> <p>As an outcome of the Institute, participants will:</p> <ul style="list-style-type: none"> <li>• Develop strategies for close reading applicable for a range of text types.</li> <li>• Understand the continuum of close reading skills.</li> <li>• Internalize a framework for teaching close reading in the disciplines.</li> <li>• Understand the structure of persuasive and argumentative writing in the disciplines.</li> <li>• Develop strategies for teaching persuasive and argumentative writing.</li> <li>• Develop a toolkit for teaching research in the disciplines.</li> </ul> <p>The institute will open with a plenary session for all participants followed by three half-day topic-specific workshops addressing the major components of the Institute. On the last day participants will select from a set of short format workshops related to specific areas of the major components. The institute will conclude with a closing session for all in attendance.</p>
<p><b>SIOP I (K-12)</b></p> <p>Jennifer Daddino Denise Riggio</p> <p>Aug. 13-14, 2014</p>	<p>The Sheltered Instruction Observation Protocol (SIOP), (Echevarria, Vogt &amp; Short, 2000) is a research-based instructional model originally developed to provide ESL specialists and content teachers alike with an explicit framework to facilitate the planning and delivery of high quality instruction for English learners. This work has since been broadened to be used as the basis for designing instruction for a broad spectrum of learners.</p> <p>The SIOP protocol provides concrete methodology and examples for sheltered instruction (e.g. co-teaching and other inclusive learning environments) that can enhance and expand teachers' instructional practice. The protocol is composed of thirty features grouped into eight main components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson</p>

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<p>Follow-up dates during the school year.</p>	<p>Delivery, and Review/Assessment. These components emphasize the instructional practices that are critical for English Language Learners as well as other struggling learners.</p> <p>During the course, participants will:</p> <ul style="list-style-type: none"> <li>• Develop a practical understanding of the SIOP model.</li> <li>• Construct and share lessons incorporating the features of each component of the SIOP model using specifically designed lesson-planning templates.</li> <li>• Observe and evaluate lessons for evidence of fidelity of model implementation with an emphasis on collaborative revision.</li> </ul> <p>As a result of the course, teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Design lessons/units of study incorporating features in the eight components of SIOP Experiment with new methodology.</li> <li>• Self-assess their instruction using the SIOP protocol (instrument used to observe, rate, and provide feedback on lessons) and reflect on their practice.</li> </ul>
<p><b>Study Group for Teachers of Multi-Graded Classrooms – Year 3</b></p> <p>Louanna Andralliski</p> <p>Follow-up dates during the school year.</p>	<p>The multi-graded level classroom presents its teachers with unique challenges. Students enter the classroom with diverse academic, language, social, emotional, behavioral and physical needs. This study group aims to meet such needs with careful examination of the complexities of multi-graded, self-contained, special education classrooms within the Harrison Central School District. This study group is designed exclusively for the K-2 and 3-5 communication development, ESP and K-8 FASE teachers as well as the sixth grade SGI program in the Harrison Central School District.</p> <p>The purpose of this study group is to work as a team to enhance instruction in multi-graded classrooms in order to best meet the needs of special education students. This study group will have two major foci; sharing expertise to improve classroom design and instruction through discussion and interschool visitations as well as using the consultation protocol to discuss the unique needs of these programs.</p> <p>Members of this study group will commit to visiting at least three programs within district. Members will share the information gathered from each visitation with the members of the group. Additionally, participants will use a consultation protocol to share work, present challenges and inquire collaboratively. Topics may include: techniques for differentiation and delivery of instruction, handling the demands of a self-contained program, structure of the classroom and classroom environment, behavior plans and modification, methods for collecting data, designing and implementing schedules, and training and management of classroom staff. Members will also use webinars and literature to focus discussions and become reflective practitioners. This study group will meet for a total of 15 hours which will include six after school meetings and visit at least 3 programs within district.</p>
<p><b>Teacher Leadership: New Paradigms and Practices I (K-12)</b></p> <p>Michael Greenfield Valerie Hymes</p> <p>July 17, 2014</p> <p>Follow-up dates during the school year.</p>	<p>There is an emerging body of work focused on sustainable improvement in schools that highlights the critical role of teacher leaders. Through both formal and informal roles, teacher leadership influences change by mobilizing colleagues around mission, common goals and effective use of research-based practices in the classroom. As an organization committed to continuous, sustainable improvement, Harrison understands the value of cultivating leadership capacity among teachers.</p> <p>This seminar and study group is designed to promote and support teachers as emergent leaders in Harrison schools. Through examination of leadership theory and applied practice, the course will provide participants with an extended opportunity to deepen their understanding of the changing role of teachers in educational organizations and its application in professional practice.</p> <p>Topics to be explored:</p> <ul style="list-style-type: none"> <li>• Adaptive vs. technical challenges</li> <li>• Creativity and innovation</li> <li>• Change agency</li> <li>• Difficult conversations</li> <li>• Collective accountability</li> <li>• Compliance vs. commitment</li> <li>• Developing a "political lens."</li> </ul>

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	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Become familiar with the leadership theories and relevant studies of Michael Fullan, Ron Heifetz and Robert Marzano, among others.</li> <li>• Self assess and reflect upon leadership behaviors and dispositions</li> <li>• Learn strategies for engaging colleagues in focused, learner-centered work</li> <li>• Develop professional relationships with colleagues in a critical friends group</li> <li>• Develop an understanding of leadership style.</li> </ul> <p>Following the initial session in July, participants will meet monthly beginning in September to engage in text-based dialogue and consultancies about authentic leadership challenges.</p>
<p><b>Technology in the Language Classroom</b></p> <p>Francesco Fratto</p> <p>Aug. 11-12, 2014</p> <p>Follow-up dates during the school year.</p>	<p>How do educators select and evaluate tech tools that are appropriate for the language classroom? How can these tools be used to increase listening, speaking, reading, and writing opportunities for language learners? This course will explore these questions and more by selecting and evaluating age and level appropriate tech tools that develop the four skills. Teachers will also understand how to best structure their classroom to facilitate the integration of technology. Furthermore, they will learn how to extend and monitor technology usage outside of the classroom as students complete their homework projects. This course will provide teachers with the knowledge, skills and tools to impact language learning.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Rate their current technology integration via a rubric.</li> <li>• Explore and use educationally appropriate tech tools.</li> <li>• Select tech tools that specifically develop the four skills.</li> <li>• Learn ways to integrate technology into a lesson plan.</li> <li>• Evaluate tech tools on its overall effectiveness via student work and feedback.</li> <li>• Create and/or find rubrics to use for assignments that integrate technology usage.</li> <li>• Select three tech tools and write a proposal on how they will be used throughout the year.</li> <li>• Write a lesson plan that uses one of the tools.</li> </ul> <p>Open to all ESL &amp; LOTE teachers and those with ESL students in their classes.</p>
<p><b>The Role Speech &amp; Language Classroom</b></p> <p>Michelle Salerno Claire Zucker</p> <p>July 15-17, 2014 and Aug. 13-15, 2014</p>	<p>The Common Core Standards require students to develop the skills in reading, writing, speaking and listening to demonstrate their understanding of information across all content areas. Language is the foundation upon which all of these skills are built. By understanding the impact language development has on academic performance, teachers will be able to tailor their instruction to meet their students' language needs, resulting in a productive and successful learning environment for all students.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Understand the various components of language</li> <li>• Form, content, usage (grammar, syntax, vocabulary, pragmatics)</li> <li>• Receptive / expressive language</li> <li>• Understand the role memory plays in acquiring language skills</li> <li>• Identify difficulties in the above areas</li> <li>• Develop strategies for addressing difficulties in the above areas.</li> </ul> <p>Target Audience: General Education teachers grades K-5 and Reading teachers</p>

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<p><b>Thinking Like a Historian: Inquiry &amp; Assessment in Social Studies</b></p> <p>Larry Paska</p> <p>Aug. 11-12, 2014</p> <p>Follow-up date during the school year.</p>	<p>How do historians and other social scientists read and write about the world around them? How can our students engage in the same type of authentic inquiry? Based on research in historical thinking by Sam Wineburg (Stanford) and a sociocultural model for learning history by Bruce Van Sledright (UNC-Charlotte), this course will enable participants to develop the same habits of mind in their students at all grade levels that social scientists use to study the human world. The limitations of current standardized assessment models will be explored as participants develop new inquiry methods and assessments that engage students in more complex ways.</p> <p>As a result of this course, participants will:</p> <ul style="list-style-type: none"> <li>• Explore the cognitive process of historical thinking and apply it to instructional practice.</li> <li>• Create formative and summative "History Assessments of Thinking" ("HATs"), modeled after Wineburg's research and immediately useful for classroom use.</li> <li>• Design a vertically aligned writing sequence based on historical thinking practices.</li> <li>• Plan curriculum built upon historical thinking and other social studies practices reflected in the Common Core and in the New York State Common Core Social Studies Framework.</li> </ul> <p>Target Audience: recommended for K-5 teachers, 6-12 Social Studies teachers and K-12 Library Media Specialists.</p>
<p><b>Tri-States Consortium Training</b></p> <p>Marty Brooks Kathleen Reilly</p> <p>August 18-19, 2014</p>	<p>Harrison is an active member of the Tri-State Consortium, a learning community of more than 40 high performing school districts in NY, NJ, and CT. This organization is designed to provide member districts a rigorous process for self-reflection and external benchmarking according to eight comprehensive performance indicators. As a consortium member, we receive a benchmarking visit by an evaluation team once every three years.</p> <p>To participate on a Tri-State Consortium team visiting another district, Harrison teachers must receive training in the model. The two day workshop involves an analysis of the Tri-State assessment model, opportunities to create storyboards that describe the district's work on specific indicators, and a series of simulation exercises that reflect the visit process. Working with protocols that outline the specific stages in each activity, participants review interviewing techniques, examine evidence, and consider the scoring rubric. At the conclusion of the training, participants are given the opportunity to sign up to become members of a Tri-State visit team.</p>
<p><b>Using MAP Data to Effectively Inform Instruction – Part II</b></p> <p>Brian Seligman</p> <p>July 21-23, 2014</p> <p>Follow-up date during the school year.</p>	<p>An effective standards-based, formative assessment program can help to dramatically enhance student achievement throughout the K-12 system (Marzano, 2006.) Created by educators for educators, MAP assessments provide detailed, actionable data about where each child is on their unique learning path. By using MAP assessments, teachers know precisely where each student needs additional instruction, and how students may be grouped for a more effective learning dynamic. MAP tests also help educators prepare for the coming year by providing them with reliable information to guide instructional planning.</p> <p><b>This course is a follow up to Using MAP Data to Effectively Inform Instruction I.</b></p> <p>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> <li>• Develop a thorough understanding of NWEA's MAP assessments.</li> <li>• Understand all reports available for each student, including how to develop appropriate RIT targets and establish year long goals.</li> <li>• Analyze comparative student data to inform instructional decisions around readiness.</li> <li>• Apply knowledge of student readiness through the use of data with DesCartes to design differentiated lessons and to create flexible groupings of students.</li> <li>• Learn to use MAP data to monitor growth and progress. Use MAP data to inform intervention strategies at all stages of the RTI process.</li> </ul>
<p><b>Using MAP Data to Effectively Inform Instruction To Meet the Needs of All Students (K-9)</b></p> <p>Brian Seligman</p>	<p>An effective standards-based, formative assessment program can help to dramatically enhance student achievement throughout the K-12 system (Marzano, 2006.) Created by educators for educators, MAP assessments provide detailed, actionable data about where each child is on their unique learning path. By using MAP assessments, teachers know precisely where each student needs additional instruction, and how students may be grouped for a more effective learning dynamic. MAP tests also help educators prepare for the coming year by providing them with reliable information to guide instructional planning.</p>

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<p>July 23-25, 2014</p> <p>Follow-up date during the school year.</p>	<p>This course will focus on purposeful strategies for utilizing MAP data to inform instructional decisions in both mathematics and reading. This group is intended for all K-9 classroom teachers.</p> <p>As a result of this course, teachers will:</p> <ul style="list-style-type: none"> <li>• Develop a practical understanding of NWEA's MAP assessments.</li> <li>• Understand the various reports available for each student.</li> <li>• Analyze comparative student data to inform instructional decisions around readiness.</li> <li>• Apply knowledge of student readiness through the use of data with DesCartes to design differentiated lessons and to create flexible groupings of students.</li> <li>• Learn to use MAP data to set student goals, and monitor growth and progress. Use MAP data to inform intervention strategies at all stages of the RTI process.</li> </ul>
<p><b>Using the SMART Board to Meet the Needs of Diverse Learners Study Group</b></p> <p>Nicole Remenyi Anne Tully</p> <p>Aug. 26-27, 2014</p> <p>Follow-up dates during the school year.</p>	<p>This study group is designed for teachers K-8 (general education, special education, ESL, related-service providers, AIS - reading and math). It is designed by teachers who already possess basic SmartBoard skills and are looking to refine their practice to make SmartBoard programs more interactive and more accessible for all learners. We will build upon the basic SmartBoard skills that each member enters with.</p> <p>The purpose of this study group is to work as a team to improve and enhance instruction to meet the needs of the diverse learners in our classes. This study group will focus on using the SmartBoard as an interactive support throughout the day and across curriculums. This group is not designed to serve as an introduction on how to use Smart Notebook, but rather as a means of designing and gathering new tools and ideas for using the SmartBoard to specifically meet the needs all students. We will explore ideas for using the SmartBoard in our classrooms, ways of adapting existing Notebook projects and integrating these resources into each subject area.</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> <li>• Activity Builder tool</li> <li>• Linked programs such as Interactive Jeopardy</li> <li>• Using the Quad-Touch SmartBoard</li> <li>• Designing Touch and Reveal programs</li> <li>• Using the Network Gallery and Lesson Activity Toolkit</li> <li>• Developing organizational tools to use on the SmartBoard</li> <li>• Using the SmartBoard as a tool for social and emotional growth</li> <li>• Supporting classroom management</li> <li>• Designing differentiated Literacy and Math centers</li> <li>• Differentiating SmartBoard lessons</li> <li>• Online Resources</li> </ul> <p>The expectation for this study group is that each participant will complete one hour of work time outside of the study group. This will be used to prepare and deliver Smart Notebook lessons using the techniques and ideas that will be discussed. Participants will then share and present these lessons with the study group as a whole.</p>