

A Sessions
Monday morning, June 2, 2008
10:00-12:30

Room A / capacity 80

A1: Closing the Achievement Gap

Presented by Larry Bell

(PreK – 12 teachers and Paraprofessionals)

This is a hands-on workshop that will provide a plethora of strategies to help all teachers reach all students. The workshop strategies will include such categories as the UNRAAVEL reading strategy, 12 words that trip-up at-risk students on standardized tests, 20 standardized assessment techniques for the classroom teacher and creating a classroom culture of high expectations for every child.

Participants will leave with:

- A. data and research from schools that have closed the achievement gaps
- B. strategies that can be utilized at every grade level
- C. the inspiration and information to help every child

Room B / capacity 90

A2: At Their Own Rate: Strategies for Individualizing Learning in a Regular Classroom

Presented by Lynda Rice

(PreK-5 teachers)

Teaching to a diverse development population is a tough job in a classroom filled with students of mixed ages and/or mixed ability levels. How do you academically challenge this wide range of students in one classroom environment? How can you manage students working at their own rate in a given amount of time with a given amount of material to cover? Is there a way to tie together all the skills that need to be taught, and still customize whole-group and small group activities to promote individual learning? How do you keep track of and report on the continuous progress of each student? How do you manage the rest of the class while you are working with small skill groups? In this session, Lynda will focus on the answers to these questions asked by teachers of K-5 students.

Key Elements Include:

- Grouping strategies for developmentally diverse classrooms.
- How to manage the classroom while working with small groups
- How to individualize the curriculum based on state mandated standards
- How to develop individualized activity packets with existing curriculum
- How to keep track of individual progress in the core content areas

You will leave this workshop with the practical tools and activity ideas you will need to strategically balance your existing program with individualized learning and whole class instruction.

Room 211/ capacity 20

A3: Test Taking Strategies and Assessments for English Language Learners (ELLs) in Content Area Classes

**Presented by Marina Michalski
(PreK-12 teachers)**

Regardless of how proficiently class content is sheltered for mainstreamed ELLs, final assessment often remains a daunting challenge for both teacher and student. Can we truly provide a valid and authentic measurement of ELL academic growth? Yes! We will discuss and practice creating and modifying exams for use in content area classes, as appropriate for each ELL level of language learning.

Room 215/216 / capacity 60

A4: Deeper Learning

**Presented by Leann Nickelsen
(PreK-12 Teachers)**

Research says that students can only pay attention for so long and then the brain needs to process or make meaning out of the information in order to ensure deeper learning. This workshop will provide a variety of techniques that will engage your students in ways to process what they learn on a deeper, more meaningful level.

Room 310/311 / capacity 34

A5: Problem Solving

**Presented by Tom Schersten
(3-12 teachers)**

Participants will learn ways to help students solve word problems by focusing on the ACTION in the problem, that is, how the numbers in the problem relate to each other, by using words and hand signals which represent the six basic situations that occur in single-step problems: combination, removal or separation, comparison, repeated addition, partition (fair share), and quotient (fit into). Participants will learn to act out multi-step problems with base ten blocks and to draw pictures and diagrams of the problems, as well as to write the abstract symbols that complete the computations. Participants will use interlocking cubes to solve various non-routine spatial, numeric, and logic problems, some of which will lead to algebraic expressions that reflect a functional relationship.

Room Lab 2 / capacity 25

A6: Effective Use of Technology in the Early Childhood Classroom

**Presented by Linda McCardle
(PreK-2 teachers)**

This session will introduce participants to Kidspiration, Powerpoint, Graph Club and Sammy's Science House and demonstrate how to effectively use them in the classroom. Activities in all curricula areas will be shared. Internet activities and websites will also be shared.

Room 214 / capacity 26

A7: Differentiating for Oral Language and Vocabulary

Presented by Lynne Ecenbarger

(PreK-5 teachers)

A teacher's language provides a good model for the language learner, but it is not enough for most students. Language-producing activities should stimulate both a flow of ideas from the student and personal responses from the mature speaker of English. Explore numerous activities for individual and small-group instruction, as well as ideas to use in centers that scaffold strategies to support the language and vocabulary needs of all students.

Room: C / capacity 90

A8: Working on the Work

Presented by PAGE

(6-12 Teachers and paraprofessionals)

Is the work you give students engaging--enabling them to learn what they need to learn in order to succeed in the world? The Working on the Work (WOW) framework . . . proceeds from the assumption that it is only by altering the quality of experiences students have in school that teachers can hope to improve the quality of student learning and student performance. To improve the quality of experiences that students have in school, it is essential that teachers work continuously to improve the quality of the work they assign to students and that they encourage students to undertake. You'll also make clear connections between what students are doing and what they are expected to produce as you gain insight into the roles of teachers, principals, and superintendents--and, how they individually and collectively play a part in the WOW process.

Room: Lab 3 / capacity 25

A9: Curriculum Mapping

Presented by MCSD Teachers

(1-5 teachers)

Sail into the New School Year with this valuable teaching tool that will enable you to begin with the end in mind and chart your course of instruction for the entire year! This is an exceptional navigational tool that will ensure smooth sailing for a well-organized year!

Room: 315 / capacity 15

A10: Reaching Struggling Learners

Presented by Kris Trammel

(3-5 teachers)

Don't miss this magical workshop that will give you strategies, tips and tools for transforming reluctant and struggling students into engaged learners who take personal responsibility for their own learning!

B Sessions
Monday afternoon, June 2, 2008
1:30-4:00

Room A / capacity 80

B1: Closing the Achievement Gap

Presented by Larry Bell

(PreK – 12 teachers and Paraprofessionals)

This is a hands-on workshop that will provide a plethora of strategies to help all teachers reach all students. The workshop strategies will include such categories as the UNRAVEL reading strategy, 12 words that trip-up at-risk students on standardized tests, 20 standardized assessment techniques for the classroom teacher and creating a classroom culture of high expectations for every child.

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Room B / capacity 90

B2: At Their Own Rate: Strategies for Individualizing Learning in a Regular Classroom

Presented by Lynda Rice

(6-12 teachers)

Teaching to a diverse development population is a tough job in a classroom filled with students of mixed ages and/or mixed ability levels. How do you academically challenge this wide range of students in one classroom environment? How can you manage students working at their own rate in a given amount of time with a given amount of material to cover? Is there a way to tie together all the skills that need to be taught, and still customize whole-group and small group activities to promote individual learning? How do you keep track of and report on the continuous progress of each student? How do you manage the rest of the class while you are working with small skill groups? In this session, Lynda will focus on the answers to these questions asked by teachers of 6-12 students.

Key Elements include:

- Grouping strategies for developmentally diverse classrooms.
- How to manage the classroom while working with small groups
- How to individualize the curriculum based on state mandated standards
- How to develop individualized activity packets with existing curriculum
- How to keep track of individual progress in the core content areas

You will leave this workshop with the practical tools and activity ideas you will need to strategically balance your existing program with individualized learning and whole class instruction.

Room 211 / capacity 20

B3: Are We Speaking the Same Language Here? Considerations in Teaching Linguistically, Culturally, and Economically Diverse Students

Presented by Marina Michalski

(PreK-12 teachers)

Since 1990, the English Language Learner (ELL) population enrolled in American public schools has increased 101 per cent. Many of these students are economic refugees, limited in their educational pursuits by poverty. Linguistic and cultural differences are also major obstacles in their attainment of the American Dream. However, ELLs are not the only students stymied by impoverishment and unique social customs; many native-born students are also hindered by the traditional social conventions of American schools. As educators, how do we reach these students, both in and out of the classroom? We will address the unspoken rules and expectations that cause students of diverse backgrounds to flounder in the typical American classroom. Also, we will share our ideas, initiatives, and research in an open-minded forum of mutual support.

Room 215/216 / capacity 60

B4: Differentiating Classrooms: The Tiered Approach

Presented by LeAnn Nickelson

(4-8 teachers)

In this workshop, LeAnn will dive deeply into the concept of tiering. She first explains why tiered assignments are so important and the latest research to back this approach. Participants will be able to define, explain, explore and elaborate on tiered assignments. LeAnn will connect brain research to tiered assignments, compare/contrast and give examples of three different ways to structure tiered assignments, sequence the steps of how to tier assignments and list several strategies that allow group work to be successful. She will explain what tiered assignments look like in the classroom and show participants how to use a lesson plan template in order to create a tiered lesson. You will be able to use a variety of creative pretests to assess where your students are and to process all of these objectives in creative, memorable manners. Teachers will be actively practicing the concepts that lead to a tiered assignment. They will participate in several activities that will prepare them to write their own tiered lesson plan.

Room 310/311 / capacity 34

B5: Geometry and Spatial Sense

Presented by Tom Schersten

(PreK-12 teachers)

Participants will use tangrams and pattern blocks to explore various geometric concepts: reflectional and rotational symmetry; names of shapes, their attributes, and their relationship to other shapes; similarity and congruence; angle measures; and area and perimeter. Participants will use interlocking cubes to build 3-D constructions and to calculate surface area and volume.

Room Lab 2 / capacity 25

B6: Effective Use of Technology in the Early Childhood Classroom

Presented by Linda McCardle

(PreK-2 teachers)

This session will introduce participants to Kidspiration, Powerpoint, Graph Club and Sammy's Science House and demonstrate how to effectively use them in the

classroom. Activities in all curricula areas will be shared. Internet activities and websites will also be shared.

Room: 214 / capacity 26

B7: Differentiating for Word Study

Presented by Lynne Ecenbarger

(PreK-5 teachers)

From tiered lessons to multi-level activities, Lynne will share activities for differentiating your word study instruction that will result in dramatic improvements in your students' reading and spelling achievement. Plus, ways for differentiating your assessment of this new knowledge will be offered that will allow you to assess without stress!

Room: C / capacity 90

B8: Working on the Work

Presented by PAGE

(PreK-5 teachers and paraprofessionals)

Is the work you give students engaging--enabling them to learn what they need to learn in order to succeed in the world? The Working on the Work (WOW) framework . . . proceeds from the assumption that it is only by altering the quality of experiences students have in school that teachers can hope to improve the quality of student learning and student performance. To improve the quality of experiences that students have in school, it is essential that teachers work continuously to improve the quality of the work they assign to students and that they encourage students to undertake. You'll also make clear connections between what students are doing and what they are expected to produce as you gain insight into the roles of teachers, principals, and superintendents--and, how they individually and collectively play a part in the WOW process.

Room: Lab 3 / capacity 25

B 9: Curriculum Mapping

Presented by MCSD Teachers

(6-12 teachers)

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B10: Reaching Struggling Learners

Presented by Kris Trammel

(PreK-2 teachers)

Don't miss this magical workshop that will give you strategies, tips and tools for transforming reluctant and struggling students into engaged learners who take personal responsibility for their own learning!

**All Day “AA” Sessions
Monday, June 2, 2008
10:00-4:00**

Room 209/210 / capacity 60

AA1: CALI: “Content Area Literacy Instruction”/Teaching for Understanding in All Content Areas

Presented by Kathleen Kryza

(6 – 12 Teachers)

Would you like to promote ownership and independence with your students? In this workshop you will learn strategies for teaching students the vital reading, writing, speaking and listening skills they need to become successful learners. You will learn how to embed literacy strategies in all content areas that will enable students to think more deeply across all disciplines. These strategies are important for all learners, but a **MUST** for struggling students in the regular or special education classroom. This is a 2-day event. (*Note*: This is a redelivery of the district’s implementation of CALI training.)

Room Lab 1 / capacity 25

AA2: Teacher Support Specialist: Coaching and Conferencing

Presented by Louise Tolbert and Carolyn Chapman

(TSS 07/08 class)

Conferencing is a crucial mentoring skill. Dialogue sessions must be designed to provide productive feedback that supports and leads all teachers to their potential as learning facilitators. In this session participants will:

- Prepare for productive conferences with strategies for beginning, sustaining and ending professional dialogues.
- Develop one on one conferencing techniques to build productive, collegial relationships.
- Develop dialogue techniques for crucial conference situations.
- Learn to deal with negative attitudes and to respond to negative comments.
- Receive observation checklists and conferencing guidelines.
- Develop dialogue techniques to inspire and empower teachers.

Room: 312/313 / capacity 34

AA3: Help Struggling Students Master Mathematics

Presented by Velencia Thornton

(6-8 teachers)

Do you want to engage every learner so that they will leave and return to your class motivated and excited about math? This workshop will assist teachers in how to teach the new Georgia Performance Standards. The standards addressed will include: basic math facts, fractions, decimals, integers, proportions and problem solving skills. Creative ways of assessments will be demonstrated to incorporate a win-win environment for both the student and the teacher.

C Sessions
Tuesday morning, June 3, 2008
9:00-11:30

Room B / capacity 90

C1: Low Prep- High Impact Centers

Presented by Lynda Rice

(PreK-5 teachers)

The use of learning centers is a successful way to introduce, reinforce, and extend skills taught in the classroom. Center learning is a method by which each student can interact with the subject matter on a personal level. He or she can choose, according to his/her learning style, which way to learn what is required. Student choice is a motivator. Student management is a must. Both create self discipline and self directedness in each child who is given the opportunity to experience the centers in an innovative setting.

Key elements addressed:

- * Keeping centers simple in set up, yet challenging for the students
- * Essential components of centers that promote self-discipline
- * Centers that work for diverse ability and skill levels
- * Planning, set up, and implementation techniques
- * Record keeping: what the student does; what the teacher does

Centers in theory have been a good idea. In practice they have been a lot of work and a challenge to manage. This workshop will give you practical ideas for starting a centers program in your classroom that entails little paper work and no-sweat management strategies for the teacher. Practical ideas are presented for immediate planning, creating, managing, and evaluating centers.

Room 211/ capacity 20

C2: Are We Speaking the Same Language Here? Considerations in Teaching Linguistically, Culturally, and Economically Diverse Students

Presented by Marina Michalski

(PreK-12 teachers)

Since 1990, the English Language Learner (ELL) population enrolled in American public schools has increased 101 per cent. Many of these students are economic refugees, limited in their educational pursuits by poverty. Linguistic and cultural differences are also major obstacles in their attainment of the American Dream. However, ELLs are not the only students stymied by impoverishment and unique social customs; many native-born students are also hindered by the traditional social conventions of American schools. As educators, how do we reach these students, both in and out of the classroom? We will address the unspoken rules and expectations that cause students of diverse backgrounds

to flounder in the typical American classroom. Also, we will share our ideas, initiatives, and research in an open-minded forum of mutual support.

Room 310/311 / capacity 34

C3: 3-D Construction

Presented by Tom Schersten

(3-12 teachers)

Participants will use straws and yarn to construct a tetrahedron, an octahedron, and an icosahedron, and participants will use poster board and rubber bands to construct a dodecahedron. Information will be supplied regarding the Platonic solids, their relationships to each other, and their constructions.

Room 312/313 / capacity 34

C4: Marvelous Mother Goose

Presented by Linda McCardle

(PreK-2 teachers)

This session will focus on nursery rhymes and how they can be used in all curricula areas in the early childhood classroom. Ideas for using nursery rhymes to develop phonemic awareness, develop comprehension, teach literary elements will be given as well as math, science and social studies activities. Nursery Rhyme literature and songs will be shared. All activities will address the Georgia Performance Standards.

Room C / capacity 90

C5: Differentiate for the Stars!!

Presented by Carolyn Chapman

(6-12 teachers)

Each student brings their interests, personal experiences and attitudes to each learning moment of everyday in a classroom. How does a teacher reach the diverse needs in a classroom today? Each class member is a valuable star! Through examples and personal stories make the philosophy of differentiation a reality. Get the power to reach the stars! One Size Doesn't Fit All! Turn the upside down school, right side up! Differentiate.

Room Lab 2 / capacity 25

C6: Clarity

Presented by Bonni Davidson, Instructional Technology Specialist/AT

Mary Lewis, PES Instructional Specialist

(PreK-6 special education teachers)

Clarity is the web-based tool used by the Muscogee County School District for managing special education data. The program combines local and state policies and procedures to provide special education teachers with a tool for developing IEPs and managing student data.

This course will provide an overview of the Clarity program with emphasis placed on recent changes and updates resulting from new state and federal laws regulating special education. The course is appropriate for special education teachers who have had no previous training on Clarity, special educators desiring a review of the program, administrators, individuals monitoring IEPs, and others providing special education instruction.

Room A / capacity 80

C7: A Framework for Understanding Poverty

Presented by Kim Ellis

(6-12 teachers)

This half day workshop covers the following topics: ten key points in understanding poverty, resources, case studies, registers of language, discourse patterns, and story structure. This workshop works well with both elementary and secondary audiences of any size.

Room 214 / capacity 26

C8: Student-Led Literature Circles

Presented by Lynne Ecenbarger

(PreK-5 teachers)

From organizing to assessing, establishing discussion etiquette or repairing any disruptions in the flow of the conversation, you won't want to miss Lynne's tips for creating more independence in the Literature Circles. All activities will be designed with the goal in mind of students thinking and reading about the text in a collaborative way as they learn more about themselves in the process by deepening and expanding their meaning-making.

D Sessions
Tuesday afternoon, June 3, 2008
12:30-3:00

Room B / capacity 90

D1: Low Prep- High Impact Centers

Presented by Lynda Rice

(6-12 teachers)

The use of learning centers is a successful way to introduce, reinforce, and extend skills taught in the classroom. Center learning is a method by which each student can interact with the subject matter on a personal level. He or she can choose, according to his/her learning style, which way to learn what is required. Student choice is a motivator. Student management is a must. Both create self discipline and self directedness in each child who is given the opportunity to experience the centers in an innovative setting.

Key elements addressed:

* Keeping centers simple in set up, yet challenging for the students

- * Essential components of centers that promote self-discipline
- * Centers that work for diverse ability and skill levels
- * Planning, set up, and implementation techniques
- * Record keeping: what the student does; what the teacher does

Centers in theory have been a good idea. In practice they have been a lot of work and a challenge to manage. This workshop will give you practical ideas for starting a centers program in your classroom that entails little paper work and no-sweat management strategies for the teacher . Practical ideas are presented for immediate planning, creating, managing, and evaluating centers.

Room 211/ capacity 20

D2: The Universal Language: Teaching English Language Learners (ELLs) in Math and Science Content Classes

Presented by Marina Michalski

(5-12 teachers)

Since 1990, the English Language Learner (ELL) population enrolled in American public schools has increased 101 per cent. Many of these students are economic refugees, limited in their educational pursuits by poverty. Linguistic and cultural differences are also major obstacles in their attainment of the American Dream. However, ELLs are not the only students stymied by impoverishment and unique social customs; many native-born students are also hindered by the traditional social conventions of American schools. As educators, how do we reach these students, both in and out of the classroom? We will address the unspoken rules and expectations that cause students of diverse backgrounds to flounder in the typical American classroom. Also, we will share our ideas, initiatives, and research in an open-minded forum of mutual support.

Room 310/311 / capacity 34

D3: Algebraic Products and Factoring

Presented by Tom Schersten

(6-12 teachers)

Participants will use chips, dice, and algebra tiles to provide a concrete model for **understanding** typical algebra concepts, such as integers, addition and subtraction of polynomials, distributive property, FOIL, factoring of trinomials, and solving equations, both linear and quadratic.

Room 312/313 / capacity 34

D4: Marvelous Mother Goose

Presented by Linda McCardle

(PreK-2 teachers)

This session will focus on nursery rhymes and how they can be used in all curricula areas in the early childhood classroom. Ideas for using nursery rhymes to develop phonemic awareness, develop comprehension, teach literary elements will be given as well as math, science and social studies activities. Nursery Rhyme literature and songs will be shared. All activities will address the Georgia Performance standards.

Room: Room C / capacity 90

D5: Establishing and Maintaining a Differentiated Instructional Program.

(PreK-5 teachers)

A differentiated classroom is one in which instruction is focused on the diverse needs of the learning culture. Join this interactive session to learn ideas and tips for planning for students at different knowledge levels working in one classroom. Explore various models of instruction to enable teachers to reach more students. Focus on quality instruction and long term learning by exploring innovative ways to make planning easier to meet the diverse needs of learners. Receive a sample observation form to assess differentiation in action before, during, or after implementation. Staff developers, teacher leaders, and administrators are the catalysts for differentiation when they exhibit their knowledge, energy, and enthusiasm for the philosophy. Explore ways to support and make improvement suggestions for each teacher to meet individual students' needs that will continue to lead to differentiation as a reality.

Room Lab 2 / capacity 25

D6: Clarity

Presented by Bonni Davidson, Instructional Technology Specialist/AT

Mary Lewis, PES Instructional Specialist

(7-12 special education teachers)

Clarity is the web-based tool used by the Muscogee County School District for managing special education data. The program combines local and state policies and procedures to provide special education teachers with a tool for developing IEPs and managing student data.

This course will provide an overview of the Clarity program with emphasis placed on recent changes and updates resulting from new state and federal laws regulating special education. The course is appropriate for special education teachers who have had no previous training on Clarity, special educators desiring a review of the program, administrators, individuals monitoring IEPs, and others providing special education instruction.

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(PreK-5 teachers)

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Room 214 / capacity 26

D8: H3: Frameworks for Differentiating Instruction

Presented by Lynne Ecenbarger

(PreK-5 teachers)

With the ever-expanding array of student readiness levels, interests, and learning styles, it makes sense to expand our instructional delivery systems to meet these needs. Included in this workshop will be frameworks for curriculum compacting, tiering lessons, flexibly grouping, formulating questions, and designing multi-level assignments.

**All Day “CC” Sessions
Tuesday, June 3, 2008
9:00-3:00**

Room 209/210 / capacity 60

CC1: CALI: “Content Area Literacy Instruction”/Teaching for Understanding in All Content Areas

Presented by Kathleen Kryza

(6 – 12 Teachers)

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Room 215/216 / capacity 60

CC2: Savvy Vocabulary: Memorable and Meaningful

Presented by Leann Nickelson

(3-12 teachers)

This workshop will explore how to help all students learn savvy vocabulary words successfully for long-term memory. In order for vocabulary to sink into memory, strong connections need to be made. Learn how to make those connections by building onto the prior knowledge and backgrounds of your students.

Room Lab 1 / capacity 25

CC3: Teacher Support Specialists: Preparation Phase

Presented by Louise Tolbert

(Teacher Support Specialists 07/08 class)

This class is the preparation phase of the Teacher Support Specialist endorsement program. Only those currently enrolled in the program are eligible to attend.

Room: 315 / capacity 15

CC4: Help Struggling Students Master Mathematics

Presented by Velencia Thornton

(9-12 teachers)

Do you want to engage every learner so that they will leave and return to your class motivated and excited about math? This workshop will assist teachers in how to teach the new Georgia Performance Standards. The standards addressed will include: basic math facts, fractions, decimals, integers, proportions and problem solving skills. Creative ways of assessments will be demonstrated to incorporate a win-win environment for both the student and the teacher.

Room: Lab 3 / capacity 25

CC5: Geo-sketchpad Secondary Science

Presented by Paul Hampton

(6-12 teachers)

Get your hands on the tool which brings the geometry standards to life for your students! Geo-Sketchpad is user friendly software which is excellent for students in grades 6-12. It helps teachers with strategies to address the Georgia Performance Standards which integrate geometry skills into your curricula. Teachers, join this class to leave with great strategies to improve your students' geometry skills and applications. Geo-Sketchpad lets you construct figures from simple textbook diagrams to working models of the Pythagorean Theorem, perspective drawings, tessellations, fractals, animated sine waves, and more! Get your free trial software at http://movies.atomiclearning.com/k12/geomsketch_pc.

E Sessions

Wednesday, morning, June 4, 2008

9:00-11:30

Room 310/311 / capacity 34

E1: Behavior Strategies for Paraprofessionals

Presented by Jacqueline McConnell

(Paraprofessionals PreK-5)

This workshop will focus on challenging behaviors displayed by students. There will be a concentration on understanding research-based information that indicates the reasons and contributing factors for these behaviors. In addition, all participants will explore preventative instructional methods, strategies and techniques. Participants will engage in a variety of hands-on activities designed to speak to real life classroom situations; the development of a repertoire of intervention strategies will be initiated. The format will include a Power Point presentation, audience discussion, media viewing and group solving of case studies. Handouts for future reference will be provided. Each session will be customized to the audience based on instructional assignment.

Room: 214 / capacity 26

E2: Identification of Students for Gifted Education Services

Presented by Karen Westberg

(6-12 gifted education specialists, teachers of gifted students)

What are "best practices" for the screening and identification of students for gifted education services? Topics in the workshop include nomination procedures, tests and instruments, issues related to the identification of traditionally underserved students, and policies regarding informed consent, exiting procedures, etc.

Room 211/ capacity 20

E3: Hands on Math

Presented by Sally Schannen

(PreK-2 teachers and paraprofessionals)

This workshop will concentrate on activities that will develop children's intuitive understanding of numbers and number relationships. Exploring these concepts and relating them to all aspects of children's experience builds a comfort level that supports all future mathematical studies. The activities using pattern blocks and color tiles will help students develop a better understanding of the following number relationships:

- How counting indicates the quantity of things in a set.
- How numbers are related to each other.
- How numbers are related to the world around us.

Also, mathematical ideas will be presented through the sharing of the children's favorite literature books. The stories are used for motivating children to think and reason mathematically. Each literature piece has a group of lessons that help teachers implement problem-solving, discovery, and hands-on activities.

Room 215/216 / capacity 60

E4: Differentiating Instruction for Every Classroom

Presented by Jody Polleck

(4-12 teachers)

Because we have classrooms filled with diverse students, it is necessary that we plan our lessons and assess our students in a variety of ways. This workshop will focus on several aspects of differentiated instruction including the kinds of learners we have in our classrooms and the characteristics that create an effective learning community for every student. We will also talk about the multiple ways we can differentiate our classroom through students' learning profiles, readiness, and interest levels. How we differentiate our instruction will also be explained in the areas of content, process, and product.

Room: Lab 1 / capacity 25

E5: Introduction to Livetext

Presented by Louise Tolbert

(MCSD Teachers only)

In this session, you will receive a subscription to LiveText which is a web-based tool that will have many uses in your classroom. It can be an eFile Cabinet, a presentation tool, lesson plan organizer, station or center provider, communication tool, and many other classroom "helps". With it, you also have the capability to embed over 5,000 videos through VideoStreaming into lesson plans, presentations, and station or center activities. The nice thing about using LiveText is that you can work on it, or use it from any location with internet access. During this session you will be given a step-by-step introduction to LiveText and introduced to some very practical uses for your classroom.

Room 312/313 / capacity 34

E6: An Introduction to 6 + 1 Traits in Writing

Presented by Jackie Mumpower

(PreK-5 teachers)

This session will introduce K-5 teachers to the 6+1 Traits of Writing. Participants will learn what 'good writing' looks like by using the 6+1 Traits Writing Rubrics. They will also learn how to use good literature to help teach the traits. Participants will leave with resources and ideas to help students improve their writing.

Room Lab 2 / capacity 25

E7: Smartboard

**Presented by Monica Saucier
(6-12 teachers)**

Room: Room C / capacity 90

E8: Differentiated Instructional Strategies that are Powerful and Easy to Use.

**Presented by Barbara Pedersen, Jim McMillan, Ruby Butler
(PreK-8 teachers)**

Learn how to differentiate instruction using the C.L.A.S.S. process. You'll never teach the same way again! You will learn how to:

- use collaborative structures for ability grouping
- engage student interest to meet the needs of low ability and high ability students
- use a variety of whole group – small group – and partnering techniques
- incorporate the Multiple Intelligences for student performance activities
- use Bloom's Taxonomy as an indicator of student understanding

**F Sessions
Wednesday afternoon, June 4, 2008
12:30-3:00**

Room 310/311 / capacity 34

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**Presented by Jacqueline McConnell
(Paraprofessionals PreK-5)**

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Room: 214 / capacity 26

F2: Establishing Acceleration Policies and Procedures

**Presented by Karen Westberg
(PreK-12 gifted education specialists)**

This session addresses different types of acceleration that may be appropriate for some advanced learners (subject acceleration, whole grade acceleration, etc.) as well as procedures for referring students and making acceleration decisions. In addition, information on how to establish a comprehensive and defensible district-wide acceleration policy will be shared.

Room 211/ capacity 20

F3: Hands on Math

**Presented by Sally Schannen
(3-5 teachers)**

This workshop will explore a variety of activities that teachers will be able to use in their classrooms to help students meet the expectations of the Content Standards. Emphasis will be placed on:

- Lessons that will make the learning of mathematics fun and exciting, and will engage different styles of learning.
- Models of instruction that illustrate ways that students develop and construct their solutions;
- Examples of teacher skills, including ways of questioning that affect change in student performance;
- A series of hands-on, instructional activities that develop teacher content and process expertise; and
- Examples of good problems to be used for test preparation.

Open-ended questions will be used with rubrics. Potential benefits for participants include: enhanced mathematical content knowledge, deeper understanding of children's mathematical thinking, and strategies for improving instruction and assessment.

Room 215/216 / capacity 60

F4: Making Balanced Literacy Work

**Presented by Jody Polleck
(4-12 teachers)**

This workshop will outline the components of balanced literacy, providing both a foundation for theory and research along with practical applications for the classroom. Teachers will understand the various approaches to balanced literacy including read aloud, shared reading, guided reading, and independent reading. Participants will also receive a vast array of resources from professional literature to young adult titles. We will also discuss how to integrate vocabulary instruction into the classroom in authentic and purposeful ways. Finally, teachers will learn various reading strategies to aid their students' comprehension and interpretation of both fiction and nonfiction texts and how to connect writing instruction to all the elements of balanced literacy.

Room Lab 1 / capacity 25

F5: Introduction to Livetext

**Presented by Louise Tolbert
(MCSD Teachers only)**

In this session, you will receive a subscription to LiveText which is a web-based tool that will have many uses in your classroom. It can be an eFile Cabinet, a presentation tool, lesson plan organizer, station or center provider, communication tool, and many other classroom “helps”. With it, you also have the capability to embed over 5,000 videos through VideoStreaming into lesson plans, presentations, and station or center activities. The nice thing about using LiveText is that you can work on it, or use it from any location with internet access. During this session you will be given a step-by-step introduction to LiveText and introduced to some very practical uses for your classroom.

Room 312/313 / capacity 34

F6: Developmental Reading Assessment

Presented by Jackie Mumpower

(PreK-3 teachers)

Participants will learn how to administer the Developmental Reading Assessment and collect data to incorporate differentiated instruction through guided reading. Participants will leave with ideas and materials to use in their own classroom.

Room Lab 2 / capacity 25

F7: Smartboard

Presented by Monica Saucier

(K - 12 teachers)

Room C / capacity 90

F8: Fun and Engaging Literacy Strategies for all Learners

Presented by Barbara Pederson, Jim McMillan, Ruby Butler

(PreK-8 teachers)

Make reading and writing come alive through the C.L.A.S.S. Literacy strategies. You will learn how to:

- integrate reading and writing across the curriculum
- improve student comprehension through the use of meaningful context
- engage interest using the Multiple Intelligences
- use collaborative structures to process Language Arts skills

**EE Sessions
Wednesday, June 4, 2008
9:00-3:00**

Room 209/210 / capacity 60

EE1: Inclusive Education: Differentiated Practices in the Inclusive Classroom

Presented by Kathleen Kryza

(Teachers of Inclusion Classrooms PreK-5)

If you are including more and more students with mild to moderate disabilities in your classroom, then this is the workshop for you. This workshop is packed with practical, doable differentiated intervention strategies that respond to and support all learners in the

K-5 regular classroom.

Room B / capacity 90

**EE2: Focusing on Music as the Culture within Culturally Responsive Pedagogy
Presented by Dr. Nadjwa Norton**

(PreK-5 teachers and paraprofessionals)

This interactive session on culturally responsive pedagogy provides educators hand-on experiences to engage with activities and texts relevant to their grade level. Participants will have the opportunities to work with music, with an emphasis on hip-hop, in order to align it with standards and mandated curriculum. Participants will have the opportunity to experience some of the following activities, making maps, listening to songs, examining CD covers, discussing lyrics, writing poetry, performing work, participating in a mock trial, and composing an interview. There will be opportunities to adapt the learning activities for individual classrooms. The session concludes with examining the implications of using these activities and texts. Participants will acquire a list of resources and activity descriptions.

Room A / capacity 80

EE3: Using Value-added Data Analysis to Close Achievement Gaps: Seven Promising Practices

Presented by Charity Smith

(PreK-12 teachers)

School leaders are struggling with challenges by students, parents, courts and state mandates to improve the quality of schooling. Solutions that experiment with parts of the system have not proven effective. Today, educators are looking for school improvement solutions that can make a systemic difference in student achievement. This session will highlight research on turning around school performance, effective use of longitudinal value-added analysis, strategies on improving performance on state-mandated assessments and seven effective practices and practical strategies for increasing the performance of all students with a focus on students representing subgroups and minority populations.

Room 315 / capacity 15

EE4: Hands on Science

Presented by Ben Roy

(PreK-2 teachers)

Discover interdisciplinary, hands-on activities that foster environmental awareness in children, while building knowledge and skills in science, math, language arts and social studies. FREE CD with over 50 hands-on activities for grades K-12. Activities matched to content standards for 11 different subject areas for K-12. We will focus on inquiry methods of teaching science to young learners which is the most appropriate way of reflecting the true nature of science in the classroom. Students are required to put into practice most of the science processes when engaged in inquiry.

Room Lab 3 / capacity 25

EE5: Geo-Sketchpad Secondary Science

Presented by Paul Hampton

(6-12 teachers)

Get your hands on the tool which brings the geometry standards to life for your students! Geo-Sketchpad is user friendly software which is excellent for students in grades 6-12. It helps teachers with strategies to address the Georgia Performance Standards which integrate geometry skills into your curricula. Teachers, join this class to leave with great strategies to improve your students' geometry skills and applications. Geo-Sketchpad lets you construct figures from simple textbook diagrams to working models of the Pythagorean Theorem, perspective drawings, tessellations, fractals, animated sine waves, and more! Get your free trial software at http://movies.atomiclearning.com/k12/geomsketch_pc.

G Sessions
Thursday morning, June 5, 2008
10:00-12:30

Room 310/311 / capacity 34

G1: Behavior Management Strategies

Presented by Jacqueline McConnell

(4-8 teachers and 6-8 paraprofessionals)

This workshop will focus on challenging behaviors displayed by students. There will be a concentration on understanding research-based information that indicates the reasons and contributing factors for these behaviors. In addition, all participants will explore preventative instructional methods, strategies and techniques. Participants will engage in a variety of hands-on activities designed to speak to real life classroom situations; the development of a repertoire of intervention strategies will be initiated. The format will include a Power Point presentation, audience discussion, media viewing and group solving of case studies. Handouts for future reference will be provided. Each session will be customized to the audience based on instructional assignment.

Room: 214 / capacity 26

G2: Formative Assessments of High-End Learning

Presented by Karen Westberg

(PreK-5 gifted educational specialists)

High-end learning is our goal, but how do we know that gifted learners are acquiring advanced concepts and skills? This session focuses on how to conduct various types of formative assessments of what advanced students are learning.

Room Lab 3 / capacity 25

G3: Computer Based Physics and Physical Science Classes

Presented by Zodiac Webster, Ph.D. Astrophysics

(8-12 teachers)

How can you be expected to use technology to teach science when your own college education did not include it?! In this session you will learn to use Excel to make graphs and perform tedious calculations. We will experiment with Vernier probes and

software for inquiry based labs. We will visit some excellent simulation sites to help in situations when you don't have equipment to perform the experiment.

Room 211/ capacity 20

G4: Hands on Math

Presented by Sally Schannen

(6-8 teachers)

Through interactive structured activities and/or tasks in small groups with the use of hands-on manipulative, students will develop their own mathematics by conjecturing, questioning, generalizing, and justifying their own and others' ideas. These activities will challenge the students to come up with their own solutions and build their structure of mathematics. Lessons will make the learning of mathematics fun and exciting, and will engage different styles of learning. Teachers will be encouraged to have students write more at the conclusion of these activities. Writing is essential for students to be able to explain their solutions to problems. They also should be involved in looking at other students' work and evaluating that work to see how it could be improved. The written explanation allows teachers to obtain a snap-shot of what the students understand, how they approach ideas, and what misconceptions they may have developed.

Room 215/216 / capacity 60

G5: Kicking It Up a Notch: Theory

Presented by Jody Polleck

(4-12 teachers)

This workshop will explore how teachers can integrate multiple theories into their classrooms. By expanding your students' "theoretical repertoire," we invite them to participate in a critical way to read multiple genres and texts...and thus to read the world. Literary theory provides students with interpretative tools to help them recognize how culture and society shape their reading experiences and the way in which texts are written with the ultimate goal of helping students to construct multiple meanings and perspectives. Strategies and activities will be shared in order to teach a variety of critical approaches including multiple perspective, reader response, feminism, Marxism, and deconstruction.

Room Lab 1 / capacity 25

G6: Intermediate to Livetext

Presented by Louise Tolbert

(MCS D Teachers only)

You have already been provided with a subscription to LiveText and a beginning course to help you get started. In this session, we will have a brief review over what you've already learned and then move on to some advanced document authoring techniques. You will be given the opportunity to create documents that you will use in your classroom.

Room Lab 2 / capacity 25

G7: Tips and Tricks in Word and Windows

Presented by Mary Starke

(k-12 teachers)

Through hands-on activities in the lab, participants will experiment with rarely used but powerful tools available in Word 2003 and Windows XP to improve teacher productivity and student learning. Activities will include creating interactive forms with drop-down menus, inserting hyperlinks, using the format painter, changing from inline to floating graphics, cropping, re-sizing, and editing images, setting up slide shows, exploring add-ons, and changing defaults. (Familiarity with Word and Internet Explorer highly recommended.)

Room: Room C / capacity 90

G8: Top 10 Interventions for Behavior Problems

Presented by Barbara Pedersen, Jim McMillan, Ruby Butler

(PreK-8 teachers)

Behavior always seems to be an issue. In this session, you will learn the C.L.A.S.S. behavior strategies that have brought thousands of educators tremendous success in their classrooms. You will learn strategies on how to:

- prevent discipline problems from starting
- change poor behavior habits
- develop individual behavior planning

Room A / capacity 80

G9: Practical Ways to Assess all Learners

Presented by Don Maas

(PreK-5 teachers)

Have you ever wondered what some of your students are learning? This session will focus on twelve ways teachers can quickly assess what all their students are learning. Participants will have an opportunity to experience these strategies as Dr. Don Maas models the ideas with the audience.

Room 312/313 / capacity 34

G10: Meeting the Needs of Special Education Students

Presented by John McCook

(6-12 teachers)

H Sessions
Thursday afternoon, June 5, 2008
1:30-4:00

Room: Room 310/311 / capacity 34

H1: Behavior Management Strategies

Presented by Jacqueline McConnell

(4-8 teachers and 6-8 paraprofessionals)

This workshop will focus on challenging behaviors displayed by students. There will be a concentration on understanding research-based information that indicates the reasons and contributing factors for these behaviors. In addition, all participants will explore preventative instructional methods, strategies and techniques. Participants will engage in a variety of hands-on activities designed to speak to real life classroom situations; the development of a repertoire of intervention strategies will be initiated. The format will include a Power Point presentation, audience discussion, media viewing and group solving of case studies. Handouts for future reference will be provided. Each session will be customized to the audience based on instructional assignment.

Room: 214 / capacity 26

H2: Differentiation For Advanced Learners

Presented by Karen Westberg

(6-12 classroom teachers)

This session focuses on strategies for differentiating instruction for advanced learners who deserve to learn new things every day. Elements of differentiation, how to manage differentiation in a classroom, and information on various strategies, such as tiered assignments, RAFTs, high level questioning, and Webquests, will be shared.

Room: Lab 3 / capacity 25

H3: Can Technology Help Non-Scientists Learn in a Biology Course? Experiences of a Star Gazer

Presented by Francis Gardner

(7 and 9-12 teachers)

This workshop will focus on the use of technology to teach Biology to non-scientists and provide opportunities to use Vernier software and hardware to enhance a student's ability to formulate hypotheses, set up realtime experiments, gather and analyze data, and draw conclusions about the results with some degree of statistical confidence. This will involve the use of graphing calculators as well as Vernier probes.

Room 211/ capacity 20

H4: Hands on Math

Presented by Sally Schannen

(9-12 teachers)

Through interactive structured activities and/or tasks in small groups with the use of hands-on manipulatives as well as guidance from teachers and their peers, students will develop their own mathematics by conjecturing, questioning, generalizing, and justifying their own and others' ideas.

Pascal's Triangle will be developed through one of the activities using Unifix Cubes. Students will be presented with a problem that requires them to come up with a solution and then extend that solution to a more generalized idea. They will be challenged to see the connection in similar problems. To facilitate this learning, the students must think deeply and explicitly about the mathematical ideas, be able to share and write about their justifications so that they can become confident mathematical thinkers. Through this process, they will be able to make connections to other mathematical ideas and build a strong mathematical foundation. Another activity will be the exploration of Geometry using Pattern Blocks. After the concept is developed through the manipulative, problems will be presented to assess whether or not a student could make the connection between the activity and the application of the mathematics.

Room 215/216 / capacity 60

H5: Investigations and Applications of Your Standards

Presented by Jody Polleck

(4-12 teachers)

We all feel the daily pressure from our district and state to “cover the standards” in our classroom. This workshop will focus on the reading standards required in your district and interactive ways we can teach them to our students. We will discuss specific reading strategies to help our students comprehend difficult nonfiction and fiction passages, including highlighting and marking the text. We will also explore activities that we can use in the classroom in order to teach students the standards. Finally, we will discuss assessment tools to ensure students are both comprehending the texts and understanding the standard.

Room Lab 1 / capacity 25

H6: Intermediate to Livetext

Presented by Louise Tolbert

(MCSD Teachers only)

You have already been provided with a subscription to LiveText and a beginning course to help you get started. In this session, we will have a brief review over what you’ve already learned and then move on to some advanced document authoring techniques. You will be given the opportunity to create documents that you will use in your classroom.

Room Lab 2 / capacity 25

H7: Tips and Tricks in Word and Windows

Presented by Mary Starke

(k-12 teachers)

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Room C / capacity 90

H8: Teamwork makes the Dream Work: Building Positive Relationships to Increase Student Learning

Presented by Barbara Pedersen, Jim McMillan, Ruby Butler

(PreK-8)

Success begins with a team that is positive, energetic and visionary. C.L.A.S.S. has served thousands of educators in helping them achieve this type of climate. You will learn key C.L.A.S.S. strategies that will lead you, your staff and your students to success! You will learn:

- how to create a positive school climate
- how to build relationships and embrace diversity within your learning community
- what’s good for the classroom is good for the staff lounge
- how emotion influences cognitive development

Room A / capacity 80

H9: Engaging all Learners

Presented by Don Maas

(6-12 teachers)

Have you ever noticed that some of your students seem to be more involved than others? While we certainly do not want to shut down those students who are involved, we definitely want to get the disengaged engaged. This session will provide the participants with a variety of strategies for engaging all their students. Dr. Don Maas will model the strategies as he presents them.

Room 312/313 / capacity 34

H10: Meeting the Needs of Special Education Students

Presented by John McCook

(PreK-5 teachers)

**All Day "GG" Sessions
Thursday, June 5, 2008
10:00-4:00**

Room 209/210 / capacity 60

GG1: Inclusive Education: Differentiated Practices in the Inclusive Classroom

Presented by Kathleen Kryza

(Teachers of Inclusion Classrooms 6-12)

If you are including more and more students with mild to moderate disabilities in your classroom, then this is the workshop for you. This workshop is packed with practical, doable differentiated intervention strategies that respond to and support all learners in the K-5 regular classroom.

Room B / capacity 90

GG2: Focusing on Music as the Culture within Culturally Responsive Pedagogy

Presented by Dr. Nadjwa Norton

(6-12 teachers and paraprofessionals)

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Room 315 / capacity 15

GG3: EE4: Hands on Science

Presented by Ben Roy

(PreK-2 teachers)

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