

Professional Learning Academies

How to Register?

- Use Individual Flyers
- Call Mary Ellen for additional flyers
- For more information call Mary Ellen

Genesee Valley BOCES
School Improvement

LeRoy Services Center
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LeRoy, NY 14482

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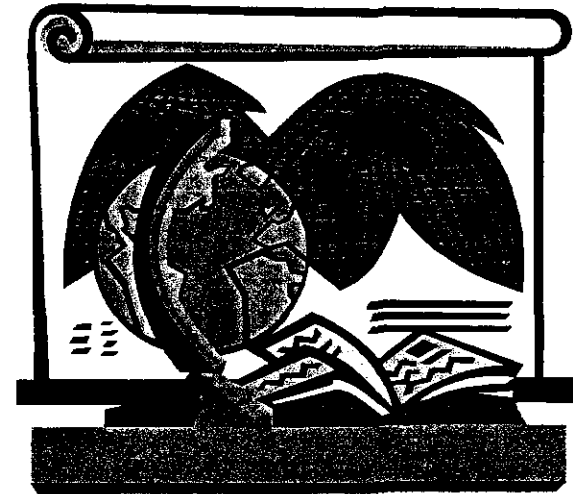
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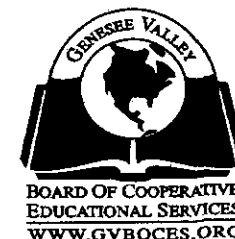
Genesee Valley BOCES School Improvement

Presents:

Professional Learning Academies



Professional Development
Opportunities
For July and August 2002

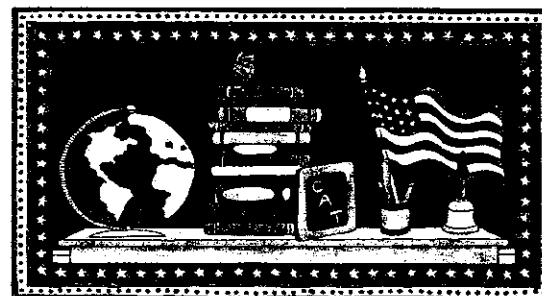


Professional Development Opportunities for July and August 2002

Co-Teaching (K-5)	7/15,7/16, 11/18
Co-Teaching (6-12)	7/17, 7/18, 11/25
DBQ Writing Institute (Third Annual)	7/22 -7/26
Designing Parallel Tasks	7/22 - 7/26
Infinite Possibilities for Improving Student's Skills as Readers, Writers & Thinkers in a Community of Learners	7/29 - 8/2
Reading in the Content Area	8/5 - 8/8
Middle School Math	8/19 - 8/23
Teacher Development Academy	8/26 - 8/28

For more information, please see the course
descriptions listed in this brochure.

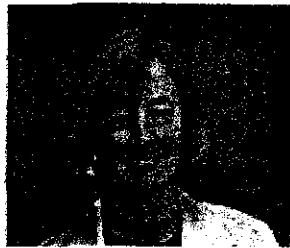
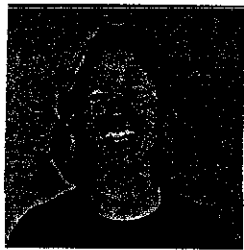
- Workshops will be held at various locations throughout our districts.
- Cost will be \$350.00 per participant for each strand and \$700.00 per participant of non-participating GV BOCES districts with follow ups during the school year by GV BOCES staff and/or Professional Learning Academy Trainers.



How to Register?

- Use individual workshop flyers sent to districts.
- For more information call Mary Ellen Petersen at (585) 658-7921 or (585) 344-7921.

DBQ Writing Institute



Presenters: Jeanette Atkinson and Sandy Zander
Jeanette and Sandy develop and lead professional development initiatives for districts in Genesee Valley BOCES. They have led the two previous DBQ summer writing institutes and have compiled the regional DBQ booklets on-line and in hard copy formats that were produced from the earlier writing institutes.

Target Audience: K-8 teachers
Location: Genesee High School Media Center
Time: 8:00-3:00
(8:00-8:30 registration/breakfast)
Dates: 7/22-7/26/2002

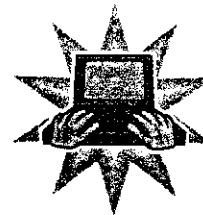
Program Description :
The institute will be the third annual regional initiative in developing and analyzing Document-Based Questions. The goal of the institute is to publish **quality** Document-Based Questions for grades K-8 in a regional book. The book is published in both hard copy and electronic (website) formats. This year's book will include revised editions of the earlier DBQs as well as brand new DBQs. Past institute participants will focus on the revision and development of supplemental materials as well as new DBQs. New participants will focus on the essentials of DBQs, developing an understanding of quality, and write new DBQs for their classrooms.

Program Outcomes:

Participants will:

- Gain an understanding of how to teach children the difference between primary and secondary resources
- Identify characteristics of quality for various DBQ components
- Identify what students need to know and be able to do to respond to a DBQ
- Discuss document selection
- Understand the model for creating a DBQ

Design at least one DBQ aligned with the core curriculum



To see previous developed DBQ's go to :

[Http://www.gvboces.org/schoolimprovem/socialstudies.html](http://www.gvboces.org/schoolimprovem/socialstudies.html)

and click on:

Regional DBQ's 2000 or Regional DBQ's 2001.

Infinite Possibilities for Improving Student's Skills as Readers, Writers & Thinkers in a Community of Learners



Presenter: Linda Hughs

A National Board Certified teacher (ELA- Early Adolescence), Linda has retired to consult with teachers on strategies to maximize student performance on state-mandated tests without "teaching to the test". Linda is a CSETL (Center for the Study of Expertise in Teaching and Learning) Fellow who has focused her work on student and teacher portfolios and the effect of metacognition on student learning.

Target Audience: 5-8 teachers

Location: Wayland-Cohocton High School Media Center

Time: 8:00-3:00 (8:00-8:30 registration/breakfast)

Dates: 7/29-8/2/2002

Program Description:

In a community of learners where rigor, risk, and responsibility are supported, students are empowered to grow. Strategies to maximize reading, writing, and thinking growth will be modeled in our own community of learners. Our goal is the creation of rich learning opportunities for middle school students leading to improved performance.

Program Outcomes: Participants will:

- Analyze models of instruction to use in the development of curriculum related learning opportunities
- Embed skills for state-mandated ELA tests into every-day classroom activities
- Develop metacognitive strategies to enhance students learning

Middle School Math Scope, Pacing, and Instruction & Assessment Strategies

Presenter: Robert Nagle, Math Consultant, St. John Fisher Instructor, and retired Pittsford Teacher

Robert brings over 35 years experience to the consulting work he does in Rochester area school districts. He was a classroom teacher and Mathematics Standards Coordinator in Pittsford Schools for 35 years. Currently, Robert is an educational consultant and instructor at St. John Fisher.

Target Audience: 5-8 teachers

Location: Avon Middle/High School

Time: 8:00-3:00 (8:00-8:30 registration/breakfast)

Dates: 8/19-8/23/2002

Program Description:

This academy will begin with a review and alignment of Mathematics curriculum with the New York State Standards and New York State Core Curriculum. Content will be identified by grade levels and/or course. A "Curriculum Matrix" that displays the Mathematics sequence and identifies the grade level or course where the content is emphasized will be created.

Program Outcomes: Participants will:

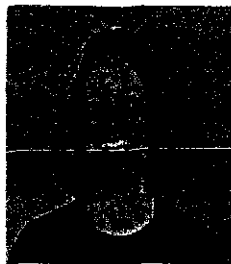
- Incorporate process and content standards into instruction
- Organize curriculum into a "Big Idea" instructional format
- Identify resources to accompany the "Big Ideas"
- Create assessments that provide evidence of understanding

Resources Required for this Academy:

- Current Texts
- Curriculum Maps
- District Curriculum
- NYS Core Curriculum



Co-Teaching Essentials for Elementary Partnerships: Team Building, Strategies, and Planning (grades K-5)



Presenters: Jeanette Atkinson (School Improvement) and Alissa Mayer (SETRC)

Jeanette and Alissa, staff developers at Genesee Valley BOCES, have assisted local districts in the implementation of co-teaching strategies, development of schedules that promote and support co-teaching, and guidance of co-teaching partners and teams to help build collegial relationships as they relate to the needs of the students.

Target Audience: K-5 teachers

Location: Byron-Bergen Elementary School

Time: 8:00-3:00 (8:00-8:30 registration/breakfast)

Dates: 7/15, 7/16, and 11/18/2002

Program Description: Co-teaching has emerged as a model for addressing the curricular needs of all students within mixed-ability classrooms. Teams will reflect on aspects of forming and fostering success for teaming, identify characteristics that influence the success of co-teaching, and examine co-teaching strategies researched by Dr. Marilyn Friend. Teams will also have time to develop lesson plans that incorporate co-teaching strategies, build a schedule that builds on the strengths of the individual team members and meets the needs of students, as well as identify areas necessary for follow-up sessions.

Program Outcomes: Participants will:

- Build an understanding of team development
- Identify strengths and drawbacks of various co-teaching strategies and opportunities where those strategies might be used
- Devise and revise schedules designed to capitalize on professional strengths and students needs
- Design lessons using co-teaching strategies



Co-Teaching Essentials for Secondary Partnerships: Team Building, Strategies, and Planning (grades 6-12)

Presenters: Alissa Mayer (SETRC) and Jeanette Atkinson (School Improvement)

Alissa and Jeanette, staff developers at Genesee Valley BOCES, have assisted local districts in the implementation of co-teaching strategies, development of schedules that promote and support co-teaching, and guidance of co-teaching partners and teams to help build collegial relationships as they relate to the needs of the students.

Target Audience: 6-12 teachers

Location: Caledonia-Mumford Middle School

Time: 8:00-3:00 (8:00-8:30 registration/breakfast)

Dates: 7/17, 7/18, and 11/25/2002

Program Description: Co-teaching has emerged as a model for addressing the curricular needs of all students within mixed-ability classrooms. Teams will reflect on aspects of forming and fostering success for teaming, identify characteristics that influence the success of co-teaching, and examine co-teaching strategies researched by Dr. Marilyn Friend. Teams will also have time to develop lesson plans that incorporate co-teaching strategies, build a schedule that builds on the strengths of the individual team members and meets the needs of students, as well as identify areas necessary for follow-up sessions.

Program Outcomes: Participants will:

- Build an understanding of team development
- Identify strengths and drawbacks of various co-teaching strategies and opportunities where those strategies might be used
- Devise and revise schedules designed to capitalize on professional strengths and students needs
- Design lessons using co-teaching strategies

Designing Parallel Tasks

Presenter: Lisa J. Boerum

Lisa who has been teaching for 16 years, is a Fellow of The Center for the Study of Expertise in Teaching and Learning (CSETL), and has been facilitating professional development through Learner-Centered Initiatives, Inc. for over six years. She is an adjunct professor at Adelphi University and is currently pursuing her administrative certification. Publications include an article on authentic learning featured in ASCD's Impact, an Integrated Standards-Based Curriculum Unit prototype entitled Laws of Science, published through CSETL, and an action research project entitled "Developing Portfolios with Learning Disabled Students" which appeared in the July 2000 issue of Reading and Writing Quarterly. Portions of her work have been featured in several books written by Giselle Martin-Kniep, through ASCD. Lisa has been teaching special education in Sags Harbor School District for the past 15 years.

Target Audience: K-12 teachers

Location: Batavia, Jackson School, Multi-Purpose Room

Time: 8:00 - 3:00 (8:00-8:30 registration/breakfast)

Dates: 7/22 - 7/26/2002

Program Description:

Participants will analyze student work against the NYS Learning Standards and compare the skills, concepts, and processes evidenced in the work and standards, with the demands of the state assessments. Participants will then determine the qualities of effective curriculum and develop lessons and assessments that align with the NYS Learning Standards to increase the effectiveness of instruction and assessment.

Program Outcome:

Participants will explore the relationship between test demands and their connection to designing standards-based instruction and appropriate assessment.

Indicators:

- Participants will analyze student work against NYS Learning Standards and the test demands to determine the extent to which the work, the standards, and the test demands are connected.
- Participants will explore the characteristics of effective curriculum development in order to develop standard-based lessons and assessments that align with the demands of the state assessments.
- Participants will use reflection and peer feedback to understand the significance of their experiences, to encourage self awareness and to set future goals as a teacher-learner.



Reading in the Content Area

Presenter: Rachel Billmeyer, Ph.D.

Internationally known education consultant, Rachel has extensive experience putting educational theory into practice. Rachel has taught elementary, secondary, and university level classes, and has worked with renowned educational researchers. She has served in leadership positions, including Director of Professional Development and Instruction for a nationally recognized school district, member of the Nebraska Association of Supervision and Curriculum Development (ASCD) board, and Program Chair for the Midwest ASCD Regional Conference.

Rachel is a dynamic presenter. She conducts workshops, seminars, and training sessions in the following areas:

- *Teaching Reading in the Content Areas*
- *The Reading Assessment System*
- *Cognitive Coaching*

Target Audience: K-12 teachers

Location: LeRoy Services Center, Room A

Time: 8:00-3:00 (8:00-8:30 registration/breakfast)

Dates: 8/5-8/8/2002

Program Description: Day 1 –3

Do you have students who struggle with reading the text? Students who say they read it but can't explain what it was about? Attend the first three days of this training and examine reading strategies that improve students' comprehension when reading in the content area.

Participants in this session will understand that teaching reading in their discipline is really teaching the content. Information on how to create a learning environment which nurtures the development of strategic readers will be discussed. Participants will use fix-it strategies that help readers comprehend text as well as, understand the necessary process skills involved in reading comprehension.

Program Description: Day 4

Have you been looking for ways to help students become strategic readers? Do you need meaningful ways to assess reading in the classroom or at the district level? This interactive session will introduce participants to a new *Reading Assessment System* which includes Traits and Attributes of a Strategic Reader, K-12 scoring guides for narrative and informational text, as well as Ongoing and Cumulative Assessment Tasks. Participants will learn about assessment tasks and have the opportunity to practice instructional strategies that work with a range of ages and content areas.

Program Outcome:

As a result of attending you will:

- Receive a copy of Teaching Reading in the Content Areas: If Not Me Then Who?
- Develop an increased knowledge base about reading instruction in the content areas
- Describe the three interactive reading ingredients
- Analyze the organizational features of both narrative and informational text
- Examine and practice strategies for teaching reading in all content areas
- Engage in reflective practice and analyze the impact on learning



Dr. Rachel Billmeyer

Teacher Development Academy

Presenters:



- **Jim Ludington -**

For 29 years, Jim has been an outstanding, highly effective classroom teacher in the Gananda and Penfield School Districts. Currently he is the Coordinator of Math Initiatives for the Wayne Finger Lakes BOCES. Jim has been a valuable member of the Peak Learning Systems' team of educators for over 12 years. His work is known across the United States and Canada in Enhancing Student Achievement in Block Schedules and Math.

Jim is co-author of **Motivation & Learning** and a contributor to **The High Performance Toolbox, Teaching Tips, and Teaching Treasures**. He is co-author of the article **Learning to be Flexible: When Quality Counts More Than Timeliness**, published in the Sept. 2000 issue of **Classroom Leadership**.

- **Brad Templeton**, HYPE Inc., Penfield Central Schools
Brad is a teacher of gifted education for the Penfield School District, and conducts workshops through HYPE, Inc.

- **Doug Beers**, Director Tri-County Teacher Resource Center
Doug has spent eleven years teaching Middle School and High School Health Education. He also has spent four years as an administrator. For the past six years, Doug has been working in Staff and Curriculum Development as the director of the Tri-County Teacher Resource Center. He is also certified for the NYSUT Effective Teaching Program and About Learning, Inc. as a consultant.

- **Candace Bower**, Director Genesee Region Teacher Center
With experience as a Social Studies teacher and a school counselor, Candace also has spent 15 years in the educational publishing field. As Director of the GRTC for the past 3 years, she trains new teachers and does staff development for 13 school districts.

In the "Effective Teacher" series, Harry Wong believes that new teacher induction before the first day of school is crucial to the success of that new teacher in that classroom for the rest of the year. We will be discussing classroom management techniques and procedures.



Target Audience: New K-12 teachers

Location: SUNY Geneseo

Dates and Times: 8/26/2002 - 8:00 - 3:00

8/27/2002 - 8:00 - 3:00

8/28/2002 - 8:00-12:00

(8:00 - 8:30 registration/breakfast)

Program Description:

This 2 1/2 day program is designed for teachers with three or fewer years of teaching experience, and will focus on the primary needs of beginning teachers. Participants will leave with practical strategies for motivating students, managing student behavior, organizing space and time, and communicating effectively with parents. Participants will also receive copies of Motivation and Learning, and Winning Strategies for Classroom Management.

Program Outcomes:

- Learn practical, brain-compatible strategies for igniting student motivation to learn and be engaged
- Learn strategies for boosting achievement and performance quality
- Explore how discipline relates to achieving standards, and to enabling effective instruction
- Identify the similarities between workplace demands and the self-management skills practiced in an effectively managed classroom
- Develop a year long plan for positive communication with parents
- Learn about the resources available to all teachers in the Genesee Valley region through our two teacher centers.