

# CAS Fall Conference

**In Partnership with The Connecticut State Department of Education**



**Tuesday, Oct. 19, 2010**

**8:00am – 2:30pm**

**Marriott Rocky Hill**

**100 Capital Boulevard, Rocky Hill, CT 06067**



**“Engaging the New Generation of Learners”**

**This conference will feature opportunities for educators to learn and share their innovative practices and offer the chance to network with other professionals meeting the same challenges.**

## Who Should Attend?

- Key Teachers
- Building Administrators
- District Administrators
- BOE Members



## Why Attend?

Leading change is the expectation for school administrators who are now focusing more than ever on instructional leadership. Meeting the needs of a changing student population, directing the infusion of technology into instruction, ensuring success for all, and moving students to higher levels of achievement are now common mandates across Connecticut school districts.

Teachers and administrators K-12 are facing students who come to school with social networking and learning skills that are compelling in their lives. The challenge of using what students have available to them and to apply new strategies of engagement is driving many teachers to innovate their own methods.

The conference will feature opportunities for educators to learn and share their practices and offer the chance to network with other professionals meeting the same challenges.

Bring a team from your school to learn from your colleagues around the state. We encourage school teams to attend.

# Agenda

**8:00-8:30am**

**8:30am**

**9:00am**

**9:30-10:30am**

**10:30-11:00am**

**11:00am-12:00pm**

**12:00-1:00pm**

**1:00-2:00pm**

**2:00-2:30pm**

## **Registration**

**Welcome: Commissioner Dr. Mark McQuillan**

## **CAS Welcome and Recognitions**

### **Breakout Session 1**

- A – Using SMART Boards in Elementary School
- C – Using Professional Development to Reach Struggling Learners
- D – An Exemplary Middle School Reading Program
- E – Using Technology to Teach Literature
- G – Capturing Students with Their Own Technology
- H – Connecticut IB Academy: Why Students Succeed

## **Vendors**

### **Breakout Session 2**

- A – Using SMART Boards in Elementary School
- B – Literacy for Diverse Learners
- E – Using Technology to Teach Literature
- F – Student Success Plans Starting in Middle School
- I – Teaching 21<sup>st</sup> Century Skills
- J – Online Learning in CT

## **Buffet Luncheon**

### **Breakout Session 3**

- B – Literacy for Diverse Learners
- C – Using Professional Development to Reach Struggling Learners
- D – An Exemplary Middle School Reading Program
- F – Student Success Plans Starting in Middle School
- K – Connecticut's Common Arts Assessment Initiative
- L – Engaging Students: Students' Own Voices

## **Close of Conference and Next Steps**

# Elementary Level Focus

## A. Using SMART Boards in Elementary School

Through the use of SMART Board Notebook Software any lesson and any curriculum standard can be enhanced into an interactive, hands-on, memorable differentiated lesson with visual aids and manipulatives. This program will briefly present an overview of the benefit of using a SMART Board—specifically, how it can be a valuable tool for teachers to differentiate and enhance instruction. The program will also provide teachers with examples of “free” pre-make lessons based on CT Standards, how to access these free lessons and how to modify lessons in order to make them your own. Examples will be given for use of lessons with a diverse group of second graders.



Presenter: Kara Pac, teacher, O’Connell Elementary School, East Hartford

## B. Literacy for Diverse Learners

Targeted Assisted Growth (TAG) is an instructional model designed to meet the needs of diverse learners. TAG occurs four times a week for 30 minutes each day. Students are grouped and instructed based on their literacy needs in one of the five key areas of reading instruction as defined by the National Reading Panel, Put Reading First (phonemic awareness; phonics; fluency; vocabulary; comprehension.) These groups range from re-teaching to enrichment, as all the students in a particular grade level are involved simultaneously. The entire school is responsible for the success of all students. Based on students’ progress and assessments, teachers reevaluate the groups periodically during data team meetings.

Presenters: Scott Nozik, principal, and Kathleen Clark, literacy coach, O’Connell Elementary School, East Hartford

# Elementary Level Focus

## C. Using Professional Development to Reach Struggling Learners

The Farmington School District has an Educator Evaluation and Professional Development (EPPD) requiring collaboration among teachers. To improve student learning, teams of teachers examine student data and each team identifies a problem area, developing a series of goals that are Specific, Measurable, Attainable, Results-oriented and Time-bound (SMART goals, Shmoker). West District Elementary School faculty have engaged in school-wide professional learning that focused on better understanding and teaching our most enigmatic learners. With the help of special subject teachers, one student from each classroom was selected to have a profile created using end of year and fall data. The profiles enabled teachers to form loose study groups with priority areas of Confidence/Motivation, Attention, Basic Skills (K-1) and Basic Skills (3-4). The presentation will share important insights to struggling students, strategies, assessments, and the power of collaboration.

Presenters: Sharon Lowery, principal, Joel Ziff, teacher,  
West District Elementary School, Farmington



# Middle School Level Focus

## D. An Exemplary Middle School Reading Program

Plainfield Middle School received an Exemplary Reading Program Award from the International Reading Association, one of only two middle schools in the nation to receive this distinction. The comprehensive reading and intervention program builds reading and comprehension skills through the direct and explicit instruction of 12 reading strategies (3 per grade level and 3 school-wide), increases fluency through daily practice using content specific materials, build vocabulary through explicit instruction, and provides struggling students with intensive interventions by reading specialists using scientifically research-based interventions. Special education and economically disadvantaged students have closed the gap when compared to economically advantaged and general education students.

Presenters: Carol McKeag, Literacy Facilitator, Judy Gilkenson and Lucy Ashmore, Grade 6 Language Arts/Social Studies Teachers, Plainfield Central Middle School

## E. Using Technology to Teach Literature

This session will demonstrate a variety of programs and tools that can be integrated into the classroom to motivate digital natives. These tools and software can be used in a variety of classroom settings and disciplines. Also explained will be the importance of incorporating meaningful and effective technology into the classroom.

Presenter: Rob Rose, 7th Grade Language Arts Teacher, Smith Middle School, Glastonbury



# Middle School Level Focus

## F. Student Success Plans Starting in Middle School

Planning for success of every middle school and high school student is key to New Fairfield's secondary school reform goal. Beginning in the middle school, each student works with a guidance counselor, team leader, and parent to create an individualized, electronic student success plan (SSP). The SSP continues in high school and ends with a senior capstone project. The individualized plan is revised every year from middle school through high school and helps students stay connected in school and achieve post-high school educational and career goals. Included in the SSP are goal setting, monitoring of personal and academic development, post-secondary and career exploration, and the capstone project.

Presenters: Alicia Roy, Superintendent; New Fairfield Public Schools  
Lisa Mooney, Guidance Counselor, New Fairfield Middle School



# High School Level Focus

## G. Capturing Students With Their Own Technology

Using technology engages students in the learning process, especially using technology that students consider to be proprietary, such as cell phone, podcasts and social networking sites such as Facebook and Twitter. In this presentation, student work will be showcased with podcasting and use of polling web sites. How can an English teacher record and use podcasting to improve student learning and student performance? The use of panel and small group discussions will be featured along with actual podcasts posted on the teacher's website. Student cell phone use will be demonstrated to illustrate how students can post comments in real time to be incorporated into class discussion. Finally, social networking and blogs offer students to each others' ideas. Examples of student work and assessment techniques will be provided.

Presenter: Caroline Messenger, Teacher,  
Naugatuck High School



## H. Connecticut IB Academy: Why Students Succeed

This presentation will focus on the International Baccalaureate as a model for student and school success. Learn how your school can “Raise the Bar” of expectation and achievement and help your students meet those expectations.

Presenters: Art Arpin, principal and Ryan Campbell, teacher, Connecticut IB Academy, East Hartford



# High School Level Focus

## I. Teaching 21st Century Skills

Federal, state, and local educational organizations have identified 21st century skills as important skills for students to develop before they graduate from high school. The following questions will be addressed:

How are these skills defined?

Why are they important?

How do teachers plan for, instruct, and assess these skills?

How do building and district administrators ensure that students are developing 21st century skills?

A model of instructional design for 21st century skills will be presented. This model was developed from a research study of high school teachers who were implementing instruction of 21st century skills in their classrooms.

Presenter: Dr. Jennifer L. Olsen, Social Studies Coordinator,  
Tolland Public Schools



## J. Online Learning in CT

CREC and the CT Distance Learning Consortium have been at the forefront of online learning in CT for a decade with three online programs that can help schools meet the requirements of the new Education Reform Act. From hybrid learning to fully online courses, credit recovery to advanced placement, find out what your options are, and how you can get started at your school. Bring your questions and join us in a lively discussion.

Presenters: Gretchen Hayden, Director of School Partnerships, CT Distance Learning Consortium  
Cara Hart, Program Manager, Division of Technical Assistance & Brokering Services (TABS),  
Capitol Region Education Council (CREC)

# Assessment Focus

## K. Connecticut's Common Arts Assessment Initiative

Connecticut's Common Arts Assessment Initiative has developed rich art and music units with embedded assessment to measure student learning of the standards at the district and school levels. Teachers in 67 districts have collaborated with CSDE personnel over a period of three years to design, pilot, refine, score and benchmark eight tasks for grades 2, 5, and 8; two more tasks will be completed during the coming school year. Each task is an engaging, classroom-tested unit with scoring scales; (in grades 5 and 8) integrated, vocabulary-based written planning and reflection; and benchmark ("anchor set") student work that illustrates higher, standard, and lower levels of achievement. Teachers report that these units/task have helped them improve their instruction while providing arts data useful in today's data-driven schools.

Several districts have already embedded drafts of these assessments in their curriculum. All of these materials either already are or will soon be posted online for statewide use. Opportunities are available for visual arts teachers to participate in final piloting of two tasks – grade 5 pottery and grade 8 digital collage – during 2010-2011. (Participants will also get a "sneak preview" of the beta version of CTcurriculum.org, an innovative website for developing and sharing common units/assessments.)

Presenters: Scott Shuler, Arts Education Consultant,  
State Department of Education  
Richard Wells, Former Arts Supervisor, Simsbury Public Schools



# Student Focus

## L. Engaging Students: Students' Own Voices

Want to engage this new generation of learners? Listen to articulate high school students describe the techniques and activities their most compelling teachers offer them. The students will speak to the issue of what they find most successful in school for their own learning. They will have recommendations for teachers and principals about how to create effective teaching strategies. The students will also present a process they have worked on for two years for teachers to gain student feedback.

Presenters: David Maloney, Assistant Executive Director, Connecticut Association of Schools and Members of the State Student Advisory Council on Education (SSACE)





# Registration

Register online at [www.casciac.org/register](http://www.casciac.org/register)  
Click on "CAS Fall Conference 2010-2011".

The closing date for submitting registrations is October 15, 2010,  
but early registration is encouraged.

## Fees

A registration fee of \$75.00 per participant for CAS Member Schools and \$95.00 for Non-Member Schools, includes the conference, materials, as well as the luncheon and refreshments. To check school membership status, go to [www.casciac.org](http://www.casciac.org) and click on *Directory*.

Check or purchase order should be made payable to the  
Connecticut Association of Schools and mailed to:  
30 Realty Drive, Cheshire, CT 06410, Attn: Noreen Liberopoulos.  
Refunds will not be given due to cancellation after Oct. 15th  
or for non-attendance at the conference.



## CEU's

CEU credit will be awarded for your full conference attendance.

In lieu of a social security number, we will collect your ten-digit Educator Identification Number (EIN) for CEU Credit. Please contact the Connecticut State Department of Education for your ten-digit EIN.

