

Keynote: Beyond the Basics: From Food, Clothing, and Shelter to Home Literacy Practices

Dr. Patricia Edwards

Dr. Edwards will discuss the terms “mainstream literacy,” “schooling literacy,” and “official literacy,” and explore an approach to learning about the cultural contexts of students’ home literacy practices.

Session: The Comprehension Revolution: Helping Teachers Take a Closer Look at the Reader, Text, Activity, and the Context

Dr. Patricia Edwards

In the session, Dr. Edwards gives a brief history of comprehension beginning from the first paradigm shift to the developments from 1915 to 1970 and finally 1970 to 1990. She will discuss what works for reading comprehension and elaborate attempts to achieve a research-based approach to re-energize comprehension instruction.

Culture, Collectivism & Individualism - Impact on Learning and Achievement

Dr. Rosilyn Carroll

This sessions will explore how culture impacts whether a group is collectivist or individualistic and how these belief systems impact learning and achievement. Math and Reading are often taught from a Eurocentric view yet at least of third or more of the students are not European ancestry. This session will explore how teachers and administrators can motivate and assist diverse populations to fully participate in reading and math as well as other content areas. Participants will examine educational strategies for the various cultural groups that have high effect size. It will be interactive and fun.

Keynote: Doing What Works: Why, What and How

Linda Kott, M. A. and C. Bobbi Hansen, Ed. D.

Across the United States today really successful classrooms are using traditional (old) strategies and methods for learning as well as cutting edge (new) strategies and methods. Linda Kott and Bobbi Hansen reveal the “**why**” these strategies work sharing the latest in Cognitive Science (Brain Research) and then review the “**what**” as identified by Bob Marzano’s 9 Best Practices. The information hopes to provide inspiration to encourage educators toward Doing What Works in classrooms and programs in their own districts. This is an opportunity for participants to reflect on education in a personal and new way. The team will really show you “**how**” to specifically implement What Works during their breakout session.

Session: Doing What Works: Putting it all Together

Linda Kott, M. A. and C. Bobbi Hansen, Ed. D.

Building on and continuing with Doing What Works, Dr. Hansen takes the participants into a practical application of the research and understanding of What Works in a classroom with a discussion of the powerful role that Academic Background Knowledge (ABK) plays in the learning process. Understanding the role prior knowledge plays in learning shows that ALL students can be successful. Next, Linda Kott gives a detailed picture of a classroom project – a PBL (problem based learning) activity “**Putting it all Together**”. Curriculum specialists and teachers of all grades will find this session motivational, practical and just plain fun.

Small and Mighty...Smart and Good

Mary Dank

As schools work to build stronger partnerships with families, an important message to share with parents is that little things they do each day have the potential to significantly impact their child’s success in school and in life. Asking families to be involved, to “be there” for their child, is more than just an expectation for them to attend conferences or a school performance. This presentation has a powerful and inspiring message for all educators and the families they serve.

Ensuring Equitable Services for Nonpublic School Students: Titles I and IIA

Michelle Doyle

With all the requirements that you navigate for public school students and teachers, adding the requirements in the law for ensuring equitable services for nonpublic school students can seem to add one “hat” too many. Hear ESEA/NCLB requirements explained clearly and learn what your options are to ensure that you are compliant with federal law.

Inspiring At-risk Students to Become Motivated, Resourceful, Responsible Learners

Leigh Anderson

What does it take to inspire at-risk students to want to learn and be successful despite the lack of outside resources and support? What if we created an environment in which students felt empowered and motivated to always do their best? In this presentation, participants will receive hands-on techniques that will increase intrinsic motivation in students and give teachers the necessary tools to build enthusiastic, resourceful, responsible learners.

You Can Accelerate the Learning of Your ELL Students in Reading!

Ann St. Clair, Melissa Scott

This presentation will address the National Reading Panel’s Five Key Competencies of phonemic awareness, phonics, fluency, vocabulary and comprehension; as well as the additional competencies of building background knowledge and developing oral language skills that the report states are essential for ELLs to be successful readers. Appropriate interventions for ELLs (and all learners) based on these competencies will be shared using the RtI framework. Participants will walk away with interventions and strategies that can be readily implemented.

Numeracy Interventions in Elementary: Making It Work

Margaret Williams

This session will provide an overview of the Anoka-Hennepin Math Intervention Model. We will look at the structures that we have developed over time as well as our processes for determining the focus of instruction. Participants will receive copies of our protocol for interventions and some of the resources that are used by our teachers.

Getting Started with Numeracy Interventions in Middle School

Margaret Williams

In this session, we will examine how Anoka-Hennepin has begun to incorporate intervention strategies from elementary into the Middle School setting. We will look at what has worked and our challenges. We will also spend time discussing the number sense topics that are proving to be the major stumbling blocks for our Middle School students and how Anoka-Hennepin is beginning to address them. Participants will receive copies of some of the resources that are used by our teachers.

Empowering Parents with Family Involvement: Family Literacy is Powerful (FLIP)

Beth Engman, Eric Egstad

Family Involvement is a requirement for Title I educators, but what should a worthwhile activity include? We will share a model for developing an elementary, Family Involvement Night, as well as two examples from our district “Family Involvement in a Box” library (one on summarizing, and one on decoding). During the events, families learn from a teacher presentation (PowerPoint, video clips, etc.), engage in guided practice, and walk away with something useful to use at home.

Collaboration for Success of the ELL Student in the Mainstream Classroom

Martina Wagner, Marilyn Smith

This seminar will assist stakeholders in the school and administration in learning how to review the assessment data framework in context that will assist in the programming and proficiency needs of the ELL

student. Additionally, collaboration techniques' will be discussed in efforts to aid in both the school improvement process and LEP students in the mainstream.

Federal Programs - Fiscal Requirements

Lorraine Lawson, Barb Lemmons

This breakout session will provide an overview of federal programs fiscal management topics. Topics to include: timelines for obligation and pay out of Federal funds based on Federal Tydings Amendment, funding reimbursement and audited year end data, flexibility/transferability relating to REAP, AYP & Non Publics, Comparability and Maintenance of Effort

NCLB Monitoring

Gil Gragert, Rick Savolainen

This presentation will consist of discussions relating to common findings and necessary corrective actions following monitoring visits.

Q & A – Consolidated Federal Program Issues

John Moorse

This question and answer session will address questions from the participants regarding Consolidated Federal Program issues, resources, timelines and trainings.

Developing Number Sense in Elementary-Aged Children

Liz Stamson

Number sense is a crucial piece to understanding mathematics. So how do we develop this sense of number in elementary-aged children? Come experience activities that actively engage students while they are developing their number sense.

Filling in the Gaps: How a Math Paraprofessional Can Strengthen the Department

Chris Lusto

How to integrate a resource room for maximum benefit. Using a math para to reinforce departmental/administrative goals. Improving information flow, communication, and consistency. Strategies for serving the five most common types of resource room customers. Transforming study halls into opportunities for credit recovery.

Title Programs in Nonpublic Schools: Almost All You Wanted to Know, But Were Afraid to Ask

Jon Peterson, Carolyn Cherry

Are you new to administering Title programs for nonpublic sites? Well, this is the breakout session for you! During this interactive presentation you will be provided with an overview of the basics for serving Title eligible students in nonpublic settings. Additionally, participants will be given the opportunity to work collaboratively in small groups to address some of the organizational dilemmas relating to the administration of Title programs in nonpublic schools. The presentation will conclude with a Q & A session designed to address some of the critical issues facing Title administrators working with nonpublic schools.

Reading Strategies in the Elementary Classroom

Janel VanArragon

Want to improve your students' comprehension of both fiction and non-fiction texts? Would you like some practical and ready-to-use ways to do this? Attend this presentation and be introduced to a number of ways to use reading strategies in your elementary classroom. These strategies can be incorporated into any language arts curriculum. Some of the strategies that will be covered include making inferences, cause and effect, questioning, higher level thinking, and summarization.

Book Selection Is Key to Student Acceleration

Janet Petersen, Jill Alfieri

Early readers and writers need supportive reading texts in order to take on literacy learning. This session will examine *what* teachers attend to when selecting appropriate texts for readers, *how* texts themselves support young readers through text features, and *why* student acceleration may be enhanced or threatened depending upon the book selection. Participants will have hands-on opportunity to examine books and discuss what makes a “just-right” book selection for an individual student. Special attention will be directed to the needs of struggling students.

A Family Services Coordinator Serving Your Title I School, Students and Families

Vanessa Lotito-Meier

This course presentation will consist of how a Family Services Coordinator can improve your Title I student’s performance in school and help struggling Title I families. This presentation will explain the philosophy behind this unique position. Examples of services provided to families and students will be discussed as well as many success stories.

Beyond the Board

Mary Churchill

While training teachers how to use an interactive whiteboard is important, equally so is the support and guidance needed for teachers as they integrate this tool into their curriculum. This is what led the Duluth Public Schools to create and offer additional days of staff development to its 200+ SMART interactive whiteboard users. This session will take participants through the setup of these days and showcase some of the final products.

Researched Based Accessibility Strategies

Scott Pearson

What are the best math instructional strategies to use with students?

Strategies that teachers can use to make mathematics more accessible to students with disabilities. The goal is to enable teachers to provide support so students with learning disabilities can succeed, while maintaining high standards and the integrity of the mathematics. The session will examine current research on student difficulties in mathematics, and analyze the kinds of tasks students are asked to use in various mathematics curricula.

Smartboard Adaptation of Math Curriculum Lead to Success on MCA Scores

John Bushey

Adaptation of Everyday Math, or calendar math, to the Smartboard has been attributed to increasing student MCA scores in classes this instructor has taught. Last year 100% of his students scored proficient on both reading and math MCA’s. He also combines his Smartboard Math with current brain research using magicians’ misdirection to “direct” the students’ attention and focus, and help them store the information in long term memory.

Algebra for All Secondary Students

Susan Wygant

Many struggling secondary students have learned to devalue their own mathematical thinking. This session will look at student thinking as we uncover strategies to help reconnect learners with their own thinking.

Developing Multiplicative Thinking in Elementary Grades

Susan Wygant

A student’s access to multiplicative thinking can inhibit progress in mathematics. While children initially focus on the number in each group, a focus on the number of groups supports more efficient strategies.

Children can spontaneously exhibit multiplicative thinking. How do we recognize and develop this thinking?

Quality In Afterschool or Summer Programming: Once We Know It, We Can Grow It

Laura LaCroix-Dalluhn, Deborah Moore

Quality matters in youth programs afterschool and during the summer. The University of Minnesota Extension Center for Youth Development has worked with 160+ programs in the state to make a difference in their level of quality. We will lead a basic overview of the benefits of quality afterschool and summer programs as well as cover resources, strategies and critical tools available to improve program quality.

- Competency 1: participants will be able to articulate key findings from research on program quality
- Competency 2: participants will identify resources and tools available for learning and assessment on quality
- Competency 3: participants will describe some models and questions to consider for their own steps forward

The Benefits of Quality Afterschool and Summer Programming

Laura LaCroix-Dalluhn, Deborah Moore

Research indicates that children and youth who have access to quality non-formal learning opportunities afterschool and during the summer perform better in the classroom, are more likely to stay engaged in school and more likely to graduate on time. Recent research also indicates learning opportunities beyond the classroom can positively impact test scores and help address the achievement.

How, When and What Do DINI's and SINI's Notify Parents?

Debra Landvik

This session will provide an overview of No Child Left Behind (NCLB) and the Minnesota Department of Education's (MDE) parent notification requirements for a district or school is in need of improvement (DINI OR SINI). We will review the requirements, timeline, and website information and provide resources for DINI and SINI parent notification.

Internet Safety – Tips For Parents to Keep Kids Safe on the Internet

Karina Berzins

Find out what you need to do to protect your children online and hear what local law enforcement is doing in our communities to help protect our children while they are on the internet.

Embedded Literacy in Content Areas: Working Smarter, Not Harder

Julie Scullen

Teachers often find that students do not easily transfer literacy strategy learning from language arts class to other content areas. With increasing pressure to cover content, all teachers struggle to embed literacy strategies and thinking processes routinely into lessons. Through action research in middle level content area classrooms, Julie has found several strategies that can be embedded easily, consistently, and successfully with all learners and subjects. Learn how to convey a consistent literacy message throughout your grade level or building and get students thinking like readers and writers, but also like scientists, historians, and mathematicians.

Identifying and Supporting Low Income Promising Learners

Wendy Behrens

Poverty has been identified as a universal handicap, highly correlated with educational attainment and achievement in all groups. Educators have a unique opportunity and obligation to assist in the identification and support of these at-risk students. Presenter Wendy Behrens will discuss the culture of poverty and some

promising practices for recruiting, supporting, and retaining low income promising learners.

Now I Get It: Comprehension Strategies that Empower All Readers

Melissa Kivi, Ann St. Clair

Participants will learn and observe specific modeled comprehension lessons for inferring, asking questions, monitor understanding, and activating prior knowledge/making connections. Walk away with strategy lessons you can implement with any text and any students the next day!

The “Art” of Active Reading: Engaging Readers as Thinkers by Building Active Reading Habits

Kristin Scherman

Reading is an active process, but without the right tools to help facilitate thinking struggling readers will disengage and become unmotivated. This course will offer participants a “toolkit” of thinking strategies that will engage and motivate the most passive readers!