

Saturday March 14, 2009

#1154 (8:00 – 9:30 am)

Leading Changes in Classroom Assessment

Presented by : Kathryn Alvestad and Robert Hogg

Comments: One of the main points of focus was what the learners look for and listen for in the classroom. The teacher should interact with the learner and keep everyone engaged, looking for everyone to be engaged. Check to make sure learning has occurred, when listening to your class listen for comments that will verify the students learning, are the students participating and interacting and discussing as a group. Looking for learning to occur, criteria are essential. Make sure as a teacher/leader you are looking to enhance student learning, a great tool to check for this is a student portfolio, so you can collect and check student work. When looking at activities look at using a variety of strategies and utilize these strategies during instruction. Being a hands on and interacting teacher/leader will help the learner. When giving feedback it is important that the teacher/leader take the time to understand what students are learning. It is important that the teacher/ learning leader checks for understanding, providing all students with the best opportunities to learn, having a deep and thorough knowledge of teaching and learning so that they are able to serve as instructional, educational and organizational leaders. Leadership for learning shapes instruction involves teachers and positively impacts student learning.

GS1 (10:00 – 11:30am)

Promoting Pace one School, one child at a Time

Presented by: Greg Mortenson

11:30 – 12:30 Lunch exhibits

#1207T (12:30 – 2:30pm)

Teaching strategies That Reach Challenging Students

Presented By: Spence Rogers and Joanne Whitley (did not attend)

Comments: Getting the kids attention is vital and the techniques we use to do this, a deep breath, a count down, a comment (these are called launch buttons). Don't use the same way over and over again, since this will just get over heard in time and will not be effective. 100% of students doing "stuff" correctly 100% of the time; Practice Makes Permanent, practice correctly to make permanent. Support Stations are areas in the classroom where students can obtain what they may need to be fully engaged in the learning process. There are two types of stations, a Context Support Station which is basic human needs and Content Support Stations which are for supporting the learning more directly. Learning Support Stations are places on the walls or on a counter where students can go (with out their work) and study hints, answers, solutions or examples. Examples of Support Stations would be solution stations, answer stations, example stations, knowledge bands, supply stations, water stations, nutrition stations, freedom station, therapy stations, help desks. If the teacher watches the students, he/she will observe the area of difficulty by the number of trips to a particular support station. Context support stations can be set up for water, nutrition, therapy (band aids, lotion, Kleenex); and supplies (paper, pencils, pens, glue, tape, etc.). These stations provide significant benefits to the classroom in that students feel valuable and respected and most students will respond using positive behavior and attitude as well as work ethic. Learning wont be delayed by a student in need of a pencil or other needed supplies. A positive way to use solutions for homework is to send home the solutions and tell the student to do the best they can. This is a way to build trust with the teacher, parents and students. The eight keys to reaching challenging students is to: Keep it fast, Slow Down to go Faster, Keep Students Safe, Keep Students Successful, Keep Students Engaged and or Active, Raise Standards but Scaffold for Success, Make up for What Parents Aren't Providing, Convince Students that You Truly Care. In conclusion an effective teacher will provide launch buttons, use visuals, have the students begging to learn, be a good time manager, show he/she cares, making sure no one is left out, and use defected directions.

#1352 (3:30 – 5:00 pm)

Developing and Using Assessment Literacy to Guide differentiated Instruction.

Presented By: Lori Ott and Mark Mueller

Comments: This session reviewed assessment and how it can be used to its maximum potential, and should provide teachers and districts with powerful guidance in impacting student achievement, communicating student learning and ensuring positive growth. Understanding the difference between assessment **OF** learning and assessment **FOR** learning, useful assessment is the key, it can be fun (the lesson) but it needs to be **MEANINGFUL**. The process to differentiate and have flexible grouping is to put class in groups, for example those that get #1 correct, those that get #1 and #2 correct and those that get #3 correct, then use interventions and enrichment planning. Creating Value of Large- Scale Assessments: Dibels: grads K-6, used in conjunction with Fountas and Pinnell assessments. MAPS: grades 3-8, Dynamic Reporting Suite, DesCartes. EPAS: Explore (9th Grade), PLAN (10th Grade), College Readiness Standards; WKCE-CRT: Item analysis (skills and high frequency words). When looking at these assessments and the scores consider home environment and the factors that play a role in testing results. Build a culture that embraces the data: having standard based study halls, check lexile scores for struggling students, make sure an aligned process is in place. The main key I got from this session was making assessment scores meaningful, and structures the learning environment to meet individual needs for all students.

#1441 (5:15 – 6:15pm)

Monitoring for Achievement

Presented By: Barbara McSwain

CANCELLED

In this time block I visited with other teachers and discussed some of the workshops that we have attended at this point, looking at things that work, and what could work for our individual schools. I visited with teachers from Montana, Wisconsin, Virginia, Vermont, Canada, and Jamaica.

Sunday March 15, 2009

#2119 (8:00 – 9:30am)

Informative Assessments and when It's Not About a Grade

Presented By: Robin Fogarty and Brian Pete

Comments: “Just Because We Taught It Doesn't Mean They Caught It”. This is how this section started, very true and a great launch button. It was also mentioned to be formative, so assessment must include a recipe for future action. As a professional we should use informative classroom assessments and nine strategies were given to achieve this goal. We should also define and describe, do routine assessments for learning, maximize feedback, reflect on assessments as learning occurs using journals, foldables, checklists, rubrics, graphs, peer tutors, portfolios; use rigorous assessments of/for learning such as checklists, electronic grade books, oral testing, item analysis, logical reasoning.

GS2 (10:00 – 11:30 am)

Leadership Lessons from Apollo to Discovery

Presented By: Eileen Collins

Comments: Eileen was the first woman to command a NASA space shuttle mission. She emphasized the importance of key factors in successful leadership, dealing with people, and mistakes. She pointed out how important it is to be “human” when being a teacher and admitting that we “ALL” make mistakes; when we do this as educators it helps the students see us as being real people. She described what it was like to watch the challenger come home, but not make it home and all of those people were her friends and how that effected her emotionally and as a professional. She showed videos to describe what it is like to have a job like hers, from being in quarantine for 3 weeks before a mission to what it is like the first time you take your first space walk. She was a very real person who was easy to listen to which made for an interesting session.

(11:30 – 12:30) – Lunch and Exhibits

#2247 (1:00 – 2:30pm)

Co teaching as a School System Strategy for Increased Student Achievement

Presented By : Patricia Daley and Patricia Mackey

Comments: This type of plan has helped some schools bring up scores on assessment tests and help schools meet AYP. This group started at the high school level with Co Teaching. Ideally the special education teacher will work with the regular education teacher and together they will do lesson plans, grading, and team teach, offering help to all students and not just those with special needs. This program works best with LD students, giving them the opportunity to stay in the regular classroom and receive the standards at their level. With to teachers working together the students will benefit and should grasp the full understand of the standard/benchmark that is being focused on. These classes are also longer for example if you are team teaching an Algebra I class, 1st period the class will be titled Algebra I and the 2nd period class will be titled Algebra I seminar, giving the students a longer period to work through the particular standards that need to be met for assessment testing. When it comes time to receive credit for these classes the Algebra I class would be for full credit and the Algebra I seminar will be an elective credit. A number of good references were given to us to research this type of strategy, from books, to websites, to hard copies of statistics. I could see this type of program benefiting many if not all of my LD students. When I got back home from the ASCD conference I visited with my school principle and this is something that is being looked at over the rest of the year, and could be considered for the next school year.

#2341 (3:00 – 4:30 pm) SPECIAL FEATURE

Positive Influences on the Emotional Components of Learning.

Presented By: Judy Willis and Goldie Hawn

Comments: Goldie Hawn started off this session with letting everyone know that she is not an educator and has never been an educator, but she is a mother and does some acting on the side. The main reason she wanted to talk to a group of teachers is to let us know the impact we have on students/ other people's children. She mentioned all the ups and downs, and roles that education had played in their household while raising there children. Mindfulness is the key to running a good learning environment/ a healthy classroom. This happens by quitting the mind and focusing awareness.

(4:30pm – 1am) The group went to Cocoa Beach to watch the Kennedy Space Center Shuttle Discovery Launch, carrying 7 people two of which were teachers This was probably the most amazing thing that I have ever seen, giving all of us goose bumps and even a few of us got a tear in our eye. It was so surreal to think that we got to watch a part of history being made write before our eyes. ABSOLUTELY UNBELIEVABLE !!!!! Thank You Jerry ☺

Monday March 16, 2009

(9-10am) – Exhibits

GS 3 (10:30am – 12:00 pm)

Out of Our Minds: Learning to Be Creative.

Presented By: Sir Ken Robinson

Comments: This session was very hard to hear. The room was packed and the background noise was unbelievable, plus Sir Ken Robinson's accent was very difficult to understand. He talked about the radical changes that effect the way we teach and the way students (all of us) learn, and meeting all of the challenges of living and working in the 21st century.

#3203 (12:30pm – 1:30pm)

How to Motivate Children Who Refuse to Learn.

Presented By: Richard Curwin

Comments: Mr. Curwin made so many great points and by the time his session was over I was so excited to go home and teach. One key point he mentioned was "If you want Achievement then Focus on Effort." He introduced us all to a song game which can pertain to what you are teaching. He talked about the Chronically Disruptive student and how they are difficult to accept, but encouraging ways that we can deal with these students; we must refuse to give up on them. He also mentioned three keys for Educational Opportunities which were: 1. Develop a positive attitude 2. Teach necessary behaviors 3. Ensure the safety of others. He also talked about the challenges that come our way as educators; if the task has no meaning, challenges and standards that are difficult to regain pride and success, and over time things lose there power, and be careful with rewards they will cause satiations. He reminded us that "School is not for **GOOD** children; School is for **ALL** Children." And "Schools are for Kids, they don't come or us we go for THEM!!!" In conclusion a good educator will motivate and not kill motivation, encourage, look forward to teaching every day, provide hope and intern hope will give us effort. "Should we teach from a Circle of Fear or Teach from a Circle of LOV!!!" I know why I teach do you??????

(1:30pm – 2:00pm) After the last session with Mr. Curwin a group of us decided to discuss more about our schools and what we can take home from this conference, what will work in our individual schools, and how we need to change things up to make things work in our schools. This was a bit of a round table discussion with numerous teachers and it was the PERFECT ending to the most AMAZING (ASCD) conference that I have ever attended in my 7 years of being an educator. ABSOLUTELY FANTASTIC...

Thanks again Jerry. I would like to also thank the ACE board for giving me the opportunity to attend the annual conference helping me to look outside the box and open my eyes to many new ideas. The conference offered so much information to me as an educator and made me love my job all over again. I also met new people and now have new acquaintances from other school, that I would not have be acquainted with not given this opportunity. Two of the ladies and I hope to get a presentation together and hope to do a workshop at ACE and MEA in the fall of 2009/2010. I hope to attend this conference again in 3 or 4 years giving other people from my district the opportunity to attend ASCD, which was a career changing experience that I would recommend to any and all educators. Thanks again CODI HANSEN HARLOWTON HIGH SCHOOL