

Workshops at ASCD Conference

- 1104 Best Practices for Achieving High, Rapid Reading Gains**
This workshop focused on improving reading comprehension and increasing reading enjoyment. It stressed the use of audio tapes, not to improve fluency, but to improve sight word recognition. Their fluency solution was teacher modeling, repeated reading and progress monitoring.
- 1216 Building Up Your Teaching Tackle Box of Strategies**
This workshop stressed that you can't do the same thing repeatedly or the students become satiated. Teachers must be willing to change their bait to hook every learner. A variety of practical techniques were presented: reflection activities, welcome home mat, ask me, take five area, group simulations, celebrations. It was emphasized that it was critical to promote "choice" activities.
- 2127T Strategies to Make Academic Vocabulary Fun**
Connie Mayo and Deborah Boyd
This workshop provided a rationale, instructional strategies, shared writings, visual discussion starters, I have... who has? All of the strategies in this presentation correlated with the nine most effective instructional strategies of Marazano and Pickering and Pollock.
- 1345T Using Virtual Manipulatives to Teach Mathematical Concepts**
In this session we learned about different free websites that we can use in our classrooms for math instruction: (These were great websites for elementary through highschool.)
nlvm.usu.edu National Library of Virtual Manipulation
illuminations.nctm.org/activities
shodor.org/interactive
explorelearning.com
go to google (example) fraction.javaapplet

- 212EW Total Engagement with Proven Cooperative Instructional Strategies**
Laurie Kagan
The presenter stressed total engagement of the students through simple cooperative strategies. She presented numerous strategies to boost achievement and close the achievement gap.
- 3122T Dynamic Trainer: Leaving No Brain Behind**
Laurie Kagan
This workshop focused on getting students involved and engaged. The ideas were based on:
- Classbuilding
 - Team building
 - Random Teams
 - Decision Makers
 - Energizers
 - Processing
 - Reviews
 - Brainstorming
- These ideas could be used right away in the classroom. They were simple and easy to implement. So much was stressed on getting the kids to move around the room and be active in their learning. This also focused on engaging EVERY student.
- 2209T 50 Ways to Leave Your Lecture**
Rick Smith
He said that 80% of the talking done in elementary classrooms is done by the teacher. Students need choices, active engagement and time to share what they have learned. He gave practical, interactive strategies that you can use to get your students attention and keep it. He gave numerous ideas about getting them re-focused. It couldn't be stressed enough how important movement and activity are in the classroom. It was particularly effective for reluctant learners.

- 2262T** **How To Teach Creatively Whether You are Creative or Not**
The presenter shared strategies to use to differentiate for creative students, unmotivated students and English Language Learners. It focused on alternate ways to make meaning using specific techniques with sound, color and imagery.
- 232EW** **Conquer Times Tables in Only Three Weeks--Guaranteed!**
Anita Turner
I thought that this was a gimmick to sell their product. I didn't really take anything from this session.
- 2207T** **Proven Brain-Based Cooperative Strategies to Close the Achievement Gap**
Dr. Spencer Kagan
This workshop focused on the effects that cooperative learning has on the brain. Many examples were given to get all students engaged in the learning process. We discussed the different functions of the amygdalae of the brain. The effects of the students being fully engaged closed the learning gaps between the low and high students in both reading and math.
- 3202** **Art, Writing, Technology in Elementary Classrooms**
The presenter showed how through the use of art and power point presentations, she engaged the students in visual learning. She also showed how to use different art projects to go along with their writing.
- 3137T** **From the Boardroom to the Classroom; value-added leadership**
Timothy Waters Ed.D. & Robert Marzano Ph.D.
This workshop focused on the leadership responsibilities of both principals and teachers and how to align these responsibilities. The main idea was that teachers and administrators need to work together and take responsibility for their school. It gave ideas on how to make better leaders out of both the teacher and the principal. Focus was put on school-wide goal setting and the involvement of parents and the community.

1416 Addressing Wellness in the Primary Grades through Children's Literature

This workshop focused on childhood obesity and how to prevent this growing health concern. We received a book list about nutrition education resources for different ages. It gave us ideas about healthy food, exercise and activities for our students.

3342 Imagine Math Beyond Pencil and Paper
JoLynn Moncrief

- This workshop discussed a school that was not meeting their AYP and was the worst elementary school in the state and how they raised their scores to exceed AYP. They hired a math and literacy coach. The methods they used were shown to us. All of their learning was switched to performance based learning. If students were still not understanding concepts they missed P.E. or music and went to an extra half hour of math or reading instruction.

Fluency: A Key Component to Attaining Literacy

3204 Making Assessment Integral to Informing K-6 Math Instruction
Marilyn Burns

Marilyn Burns said that students don't have any mental math skills these days. When referring to assessment she said that a lot of kids seem like they have an understanding of ideas, but when it is asked in a different format they do not have the right idea. This shows that they don't have complete understanding of the concept.

3203

How to Motivate Children Who Refuse to Learn

Richard Curwin

He provided multiple ideas and practical strategies for motivating children who have given up and are uninvolved in the learning process.

Children need challenges that are difficult but doable.