



## GENESEE VALLEY ASCD



Volume 6, Issue 5

March 2010

# Help honor exceptional education leaders



Dr. Pamela Kissel



Adele Bovard



Timothy Terranova



Agnes Seneway

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Each year, Genesee Valley ASCD recognizes the contribution of outstanding leaders in our educational community. Selected to receive Genesee Valley ASCD Awards in 2010 are the following educators:

In the area of **Curriculum** –

**Dr. Pamela Kissel**, Superintendent, Churchville-Chili

In the area of **Supervision** –

**Adele Bovard**, Superintendent, Webster, and

**Timothy Terranova**, Principal, Dake Junior High School, West Irondequoit

In the area of **Service** –

**Agnes M. Seneway**, Vice President, Board of Education, Hilton.

Plan to attend on **Thursday, May 6**, starting at **4:45 pm**  
**Gatherings at the Daisy Flour Mill**  
**1880 Blossom Road**

Join your colleagues as we recognize these leaders who have made a positive impact on teaching and learning.

To learn more, see registration form on page 9 inside.

## Genesee Valley ASCD

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We welcome and encourage your  
comments, feedback, and input.

## From our Co-Presidents

Dear Genesee Valley ASCD Members and  
Colleagues,

Each spring, the Genesee Valley ASCD recognizes the accomplishments of outstanding educators nominated by their colleagues. On Thursday, May 6th, we will recognize four leaders based on the depth and breadth of their contributions. The following awards will be presented: Adele Bovard (Webster) and Tim Terranova (West Irondequoit) for *Supervision*, Dr. Pam Kissel (Churchville-Chili) for *Curriculum*, and Agnes Seneway (Hilton) for *Service*.

It is important that we gather to celebrate the positive things that are getting done in public education and acknowledge some of the people dedicated to improving our area schools. Their contributions are notable and deserve our recognition, so plan to join us for a enjoyable evening. Collegial conversation and dinner will precede presentation of the awards. The banquet will be held at the *Gatherings at the Daisy Flour Mill*, adjacent to Ellison Park at 1880 Blossom Road starting at 4:45 pm. We anticipate the celebration concluding by 7:30 pm.



Jo Anne Antonacci



Dr. Patrick Brimstein

The Genesee Valley ASCD board has begun planning for the 2010-11 school year. Our purpose is to provide a forum for our members to network as professionals, become informed about exemplary practices in the field of education, explore new ideas, and discuss issues facing educators today. If you have any ideas or suggestions that you would like to have us incorporate, we would like to hear them. We wish you continued success in the remainder of this school year, and we look forward to seeing you at the awards banquet.

Jo Anne Antonacci & Patrick Brimstein

### Save the Date:

## October 2010 national symposium on the First Amendment & Schools

Roberts Wesleyan College is hosting  
a National Symposium

## The First Amendment, Religion and Public Schools

with plenary sessions, workshops, panels,  
displays and more...

Sunday evening – Monday, October 10-11, 2010.

This symposium is designed for public school practitioners, school board members, school attorneys, academics, and religious leaders.

The keynote address will be delivered by a leading authority on this topic,

**Dr. Charles Haynes of the First Amendment center**

Several other nationally recognized speakers and authors will be part of this event.

More information will follow. To learn more, contact: Dr. Peter Knapp, Professor of Education, Teacher Education Division, Roberts Wesleyan College, at [knapp\\_peter@roberts.edu](mailto:knapp_peter@roberts.edu).

## Journal articles for educational leaders

From time to time we will feature introductions and links to articles that may be of interest to you as you seek to improve how educational services are delivered to the students for whom you have responsibility. To follow the links you'll need to select them, then copy and past them into the URL line of your web browser.

### Educators need to understand student 'currencies.'

Robyn R. Jackson. "Start Where Your Students Are." *Educational Leadership* (ASCD). February 2010

[http://www.ascd.org/publications/educational\\_leadership/feb10/vol67/num05/Start\\_Where\\_Your\\_Students\\_Are.aspx](http://www.ascd.org/publications/educational_leadership/feb10/vol67/num05/Start_Where_Your_Students_Are.aspx)

To reach students, teachers have to understand their "currencies," writes Robyn R. Jackson, author of "Never Work Harder than Your Students." Most classroom conflicts are the result of a breakdown in currency exchange, she argues. Teachers must determine what currencies they want from students -- such as attention or participation -- and how to receive them by giving students what they need. "When you start where your students are, you communicate to students that it's OK to be exactly who they are. You create spaces for students to leverage who they are and what they know to access the curriculum," she writes. =

### Students offer tips on teaching with technology

Katie Ash and Michelle R. Davis. "Students Sound Off on School Tech Use." *Education Week*. January 28, 2010

<http://www.edweek.org/dd/articles/2010/02/03/02kids.h03.html>

For tips on how to best use technology in teaching, many ed tech experts recommend that teachers consult students, who often are left out of such conversations. This article offers a variety of student perspectives. One student says technology should be easy to use, like the student-response system he uses to take tests. Another student says iPods should be used in class, while some say they would like more access in school to technology such as SmartBoards. (Includes video clip)

### Online math videos offer free help to students

"Math Wiz Adds Web Tools to Take Education to New Limits." Segment on PBS Newshour video clip. February 22, 2010

[http://www.pbs.org/newshour/bb/north\\_america/jan-june10/khan\\_02-22.html](http://www.pbs.org/newshour/bb/north_america/jan-june10/khan_02-22.html)

Former hedge fund analyst Salman Khan now devotes his time to providing free online help for students who are struggling with math. In this interview, Khan talks about his nonprofit Khan Academy, which now has 1,200 short instructional math videos posted on YouTube that are accessed by an estimated 100,000 students each month.

### Using foreign-language concepts to teach reading

Diette Courge. "Giant strides." *The Post and Courier* (Charleston, SC). February 22, 2010.

<http://www.postandcourier.com/news/2010/feb/22/giant-strides/>

Educators in the Charleston, S.C., area are adapting for general classroom use a reading program that teaches English as if it were a foreign language. The curriculum breaks reading into five

basic steps that had been used primarily with special-education students (many of whom improved their reading scores). Educators plan to use it with struggling readers in general-education classes as well.

### When students don't like school

Jessica Towbin. "When Students Don't Play the Game." *Educational Leadership* (ASCD). February 2010

[http://www.ascd.org/publications/educational\\_leadership/feb10/vol67/num05/When\\_Students\\_Don%27t\\_Play\\_the\\_Game.aspx](http://www.ascd.org/publications/educational_leadership/feb10/vol67/num05/When_Students_Don%27t_Play_the_Game.aspx)

To interest and engage her students in learning, the author (a Seattle language arts and social studies teacher) has adopted an inquiry-based approach, starting where they are to diagnose their skills and to learn who they were and what was important to them.

### Should all students have the same goals?

Jack Schneider. Commentary: "What Is 'Excellence for All'? Meeting Kids Where They Are—Not Where We Wish They Were." *Education Week*. January 27, 2010.

<http://www.edweek.org/ew/articles/2010/01/27/19schneider.h29.html?tkn=WZUCs6oem24NGFvkt0R3UxFagXuaJG/kj7B7>

Many reformers see college as the goal for all students, but for some schools, college preparation is not the only sign of success, argues a former history teacher. He argues that different students have different needs and warns against a one-size-fits-all approach to education.

## Are you fostering a sense of progress in students and colleagues?

To make maximum progress, educators and students need a sense of progress. This sense of progress should be supported at all levels of an institution.

The latest online edition of the *Harvard Business Review* reports that the #1 out of 10 breakthrough ideas for 2010 is that –

**What motivates "knowledge workers" (that includes students, teachers, administrators, and school boards) the most is not recognition, incentives, interpersonal support, or clear goals. It's a sense of progress.**

When such workers are making headway in their jobs, or when they are helped to overcome obstacles, they are most positive and their drive to succeed is at its peak. When forced to spin their wheels or deal with roadblocks, their moods and motivation are lowest. The authors argue that leaders should avoid changing goals autocratically, being indecisive, or holding up resources.

SOURCE: "The HBR List: Breakthrough Ideas for 2010." *Harvard Business Review*. January-February 2010

<http://hbr.org/2010/01/the-hbr-list-breakthrough-ideas-for-2010/ar/1>

# Educators urged to focus on adolescent literacy

Leaders in education policy and reform are advocating a “re-engineering” of adolescent literacy programs to keep students in school and ensure that they can read and understand the complex material needed for success in college and careers

The recently published report of the Carnegie Corporation of New York’s Council on Advancing Adolescent Literacy, *Time to Act*, is based on five years of researching the need for better reading and writing skills among middle and high school students. In the report, the Council calls on school district leaders to:

- \* Structure their programs and schools to support literacy;
- \* Hire teachers skilled at teaching reading across all disciplines;
- \* Help teachers build on skills needed to teach reading in all subject areas;
- \* Ensure good professional development in literacy for all principals and teachers;
- \* Help principals and teachers analyze data to shape professional development on literacy; and
- \* Reorganize their districts if needed to make literacy the cornerstone of the schools’ work.

The panel urges state leaders to:

- \* Set high reading and writing standards;
- \* Consider tying state tests to the levels of the National Assessment of Educational Progress;
- \* Build data systems to inform literacy instruction; and
- \* Infuse adolescent-literacy training in state teacher-certification programs and in professional development.

In addition to its full report, the literacy panel also released five companion reports that discuss specific issues and practices within adolescent literacy. These reports are accessible at

<http://www.carnegie.org/literacy/tta/>

The screenshot shows the Carnegie Corporation of New York website page for the report "Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success". The page includes a navigation bar with "Print page" and "Max". Below the title, there is a summary of the report, followed by a section titled "TIME TO ACT AND FIVE CORRESPONDING REPORTS". This section features a grid of seven report covers: "Time to Act", "Reading in the Disciplines: The Challenges of Adolescent Literacy", "Adolescent Literacy Development in Out of School Time: A Practitioner's Guide", "Measure for Measure: A Critical Consumer's Guide to Reading Comprehension Assessments for Adolescents", "Adolescent Literacy Programs: Costs of Implementation", and "Adolescent Literacy and Textbooks: An Annotated Bibliography".

ABOVE: <http://www.carnegie.org/literacy/tta/> showing available reports

## What is your school/district doing to ensure that your students gain these critical skills?

Education technology consultant Alan November lists the following key lessons that today’s students must know as citizens of the Information Age:

1. **Global empathy** – the ability to understand and respect different cultures and points of view, since most companies have international ties. Technology can help students learn about others as well as interact directly with peers from all over the world.
2. **Social and ethical responsibility on the web** – includes cyber bullying and internet safety. Rather than blocking access to sites, schools should teach socially and ethically responsible online behavior.
3. **The permanence of information posted online** – that deletion from one’s own computer does not erase it from the internet, and that anything put on the web through any electronic device is there forever. This fact can and should be demonstrated.
4. **Critical thinking about the information found online** – realization that not all information found online is valid. Search results are NOT listed in order of importance, accuracy and validity; they ARE listed by popularity. The order is based on the numbers of previous searchers who have visited sites, and whether the search term used appears in the web site’s web address (URL). Schools, especially middle and high schools, should be teaching students how to find, evaluate, and use online information critically.

SOURCE: Dennis Pierce, Editor. “Four things every student should learn ... but not every school is teaching.” *eSchool News*. February 8, 2010

<http://www.eschoolnews.com/2010/02/08/four-things-every-student-should-learn-%e2%80%a6-but-not-every-school-is-teaching/>

# Potential Impact of SED Changes and Initiatives on Science Education

by Arnie Serotsky, STANYS President, and Connie Duff, NYSSELA President

Leaders of almost forty NYS professional educator associations attended the second of three meetings of the State Council of Educational Associations (NYSCEA) for this academic year. The February agenda included the following presentations by SED officials:

**Lawrence Paska**, Coordinator of the Office of Technology Policy and Programs, previewed a report to the Regents on the State Technology Plan.

**John Brock**, Office of Curriculum, Instruction and Instructional Technology, discussed the School Library Media Services Program.

**Howard Goldsmith**, Executive Coordinator, Office of Curriculum and Instructional Support (with Eric Suhr, Bureau Chief, CTE), provided an update on Career and Technical Education and the Federal Race to the Top's embedded direction for education.

**Assistant Commissioner David Abrams**, Office of Standards, Assessment and Reporting, provided an update on assessment that focused on the quality and evaluation of assessments.

Arnie Serotsky, STANYS President, participated in a group that developed questions to raise with Commissioner Steiner at the May NYSCEA meeting. These questions include:

1. We know the importance of successful STEM education and the second Race to the Top priority focuses on this. How much will the eventual efforts in STEM Standards Development by the National Governors Association and the Council of Chief School Officers influence the development of STEM Standards in New York State?
2. A number of NYSCEA organizations have written letters of support for New York's Race to the Top grant. Will members of our organizations, with their training, expertise, and experience, be invited to help review and revise our state educational standards?
3. How will the Curriculum / Instruction / Assessment part of SED be organized? How will the people in this group relate to and rely upon the State's professional education organizations?

Connie Duff, NYSSELA President, participated in the discussion of draft regulations regarding the 175 hours of professional development requirement and conference attendance. That group proposed that NYSCEA consider:

- Developing guidelines for members of NYSCEA;
- Developing a way to substantiate high quality professional development;
- Addressing the challenge of administrative support for attendance at conferences; and
- Discussing this issue as part of district professional development plans and plans and educator needs.

**Dr. John B. King**, new SED Senior Deputy Commissioner for P-12 Education, reported at the meeting that to frame SED priorities, Commissioner Steiner and he had met with educators and community members throughout the state, and that these experiences confirmed their convictions that:

The quality of teachers is the most important factor in student achievement.  
Students' education experiences must be based on their engagement in learning.

King stated that we need to raise the bar for all, and close achievement gaps through five priority areas, and commented on each of these:

## Standards and Assessments

We need higher standards and clearer standards.

Evidence indicates that common standards drive innovation and improvement of teaching materials.

A discussion of the Common Core standards is needed to decide whether or not to adopt them.

Improved curriculum frameworks are needed to reach the standards.

English Language Arts and Mathematics can't crowd out other standards areas.

Assessments have become the curriculum in some areas.

Some of our assessment delivery needs to be more comprehensive and less predictable.

We need more performance based assessments and formative assessment.

Professional development should align with a rich curriculum framework and appropriate assessment.

Implementation of these concepts will lead to appropriate professional development.

## Building an Effective Data System

NYS is making progress, but some states are way ahead of us.

We need to link K-12 with higher education; e.g., is a math Regents score a good predictor of success in college math?

The data system must have the capacity to be used by teachers.

We need to connect K-12 data to other systems to measure how outside factors effect student achievement.

## Development of Teachers and Leaders

Are we doing the right things in teacher training? Is there a disconnect between training and the classroom?

We need more focus on practice, coaching, and classroom experience.

We need to involve new providers of training; e.g. museums.

We need to re-think the certification system (e.g., a performance-based assessment system for certification).

The "professional level" of a teacher's certification/license should be based on student progress and growth.

School principals need training to do the above.

The NYS Race to the Top Grant application includes budgets for developing leaders and for math and science.

To assess the effectiveness of education we need to develop multiple measures and complex procedures.

## Turning Around Low Performing Schools

We need to use radically different strategies in the lowest performing schools.

Schools with a 30% graduation rate are probably organized to produce a 30% graduation rate.

We need to use the arts and technology to engage kids in learning.

## Early Childhood

We need to make Universal Pre-K actually universal.

We need to access federal Early Learning Challenge grant money.

Dr. King noted that these priorities will be challenged by anticipated budget cuts. He also stated that NYS will pursue all available Federal funding. In response to questions, he stated that there will be opportunities for working together in anticipated Race-to-the-Top-funded efforts, and he will ensure that we all 'have a seat at the table.'

We were impressed with King's conceptualization of the complex needs of education in NYS and are (cautiously) optimistic that we will be able to work with him to achieve a more successful teaching and learning environment.

The May 2010 NYSCEA meeting will be summarized in a later edition of the GVASCD newsletter.

# Web resources you can use

## 'Our Courts' teaches civics via online games

<http://www.ourcourts.org>

"Supreme Decision," a free computer game for middle schoolers created with input from former Supreme Court Justice Sandra Day O'Connor, is part of a project called *Our Courts*. The game involves students as Supreme Court law clerks helping a justice with a tie-breaking vote and with writing a majority opinion over a First Amendment case (can a school ban students from wearing music band T-shirts). Another game, called "Do I Have a Right," will be released soon, and will involve students as directors of a constitutional law firm who must decide which amendment resolves a problem posed by a client. Other games are also in the works. Besides teaching about civics, the project helps students analyze problems and develop arguments.



## Lit Trips take kids to places they read about

<http://sites.google.com/site/exploringlittrips/>

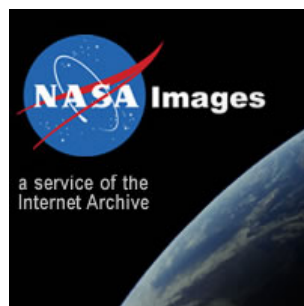
Google Lit Trips combines Google Earth satellite images and literature, to enhance learning. For instance, one class of fifth-graders read *The Family Apart* and used Google images to follow the path of the Orphan Train that moved homeless and abandoned children during the 19th century.



## 'NASA Images'

<http://www.nasaimages.org>

"NASA Images" is a service of the Internet Archive, a nonprofit digital Library created to provide access to all NASA media (images, video, and audio). Users can search for material by keyword or theme (e.g., Earth, Astronauts, Solar System, Universe), or they can browse through several featured collections. The site is constantly growing with the addition of current media from NASA, as well as newly digitized media from the archives of the NASA Centers.



## MUSEUM LESSONS

### Guggenheim Museum: Curriculum Online

Provides teachers with curriculum materials to support the use of the Solomon R. Guggenheim Museum's exhibitions and collections both during school visits and in the classroom.

<http://artscurriculum.guggenheim.org/lessons/start.php>

### MuseumStuff.com

This website can help you find; museums online, a staggering variety of educational links, scads of interactive virtual exhibits, dozens of interesting museum shops, specialized content for museum professionals and much more!

<http://www.museumstuff.com>

### Smithsonian Education: Lesson Plans

Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections.

[http://www.smithsonianeducation.org/educators/lesson\\_plans/lesson\\_plans.html](http://www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html)

### The Art Institute of Chicago: Online Resources

Provides user-friendly online educational resources that demonstrate ways to integrate museum resources into classroom curricula.

<http://www.artic.edu/aic/education/onlinelearning/index.html>

### Building Visual Arts Lessons (Education at the Getty)

Features ideas for preparing lessons, a step-by-step guide for teaching visual arts for each grade level, and ideas for evaluation and assessment approaches.

[http://www.getty.edu/education/for\\_teachers/building\\_lessons/](http://www.getty.edu/education/for_teachers/building_lessons/)

### Educational Programs: Illinois State Museum

Provides many online resources designed for teachers, and using the available resources of the Illinois State Museum web site.

[http://www.museum.state.il.us/ed\\_opp/](http://www.museum.state.il.us/ed_opp/)

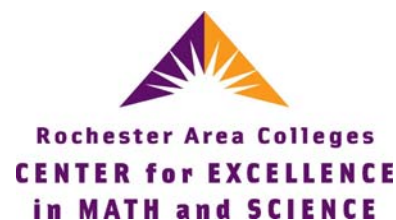
## Create Self-Correcting Worksheets

[http://www.educationworld.com/a\\_tech/techtutorial/techtutorial104.shtml](http://www.educationworld.com/a_tech/techtutorial/techtutorial104.shtml)

In this techtorial, learn how to use if/then statements in Excel to create self-correcting worksheets.



# News from the Rochester Area Colleges Center of Excellence in Math and Science



## 2010 Rochester STEM\* Teaching Institutes HIGH QUALITY PROFESSIONAL DEVELOPMENT

\* Science Technology Engineering Mathematics

This summer the Rochester Area Colleges' Center for Excellence in Math and Science is sponsoring six free institutes for K-12 teachers. All institutes include a summer intensive with sustained support and follow-up throughout the year. The goals of the STEM Teaching Institutes are to provide high quality professional development and to establish a regional professional learning community committed to continuous improvement in STEM education.

Information and Registration at [www.RACCEMS.org](http://www.RACCEMS.org)

### Hands-on Environmental Science Activities using GLOBE (Global Learning and Observations to Benefit the Environment)-Alfred University

Target Audience: Grade 7-12

Dates and Location: August 25 and 26, 2010, Foster Lake, Alfred, NY

Contact Person: Dr. Michele Hluchy, Environmental Studies and Geology Division, Alfred University. [hluchy@alfred.edu](mailto:hluchy@alfred.edu)

### Inquiry in Earth Sciences-Intermediate and Elementary Curriculum-Rochester Museum and Science Center

Target Audience: Grades 3-8

Dates and Locations: August 9-13, 2010 (9:00 am.-5:00 pm), RMSC

Contact Person: Deborah Massey, Head of School and Teacher Programs, RMSC. [Deborah\\_massey@rmsc.org](mailto:Deborah_massey@rmsc.org)

### Tale of Two Lakes: Scientific Inquiry into Keuka and Seneca Lakes-Hobart and William Smith Colleges

Target Audience: Grades 6-12

Dates and Location: August 2-5, 2010 (4 days and 3 nights), Hobart and William Smith Colleges and selected field sites

Contact Person: Sheila Myers, Education Outreach Coordinator, FLI/Hobart and William Smith Colleges. [smyers@hws.edu](mailto:smyers@hws.edu)

### Inquiry-based Interdisciplinary Mathematics, Science, Technology and Literacy (MSTL) for Grades K-6-Nazareth College

Target Audience: Grades K-6

Dates and Location: August 9-12, 2010, Nazareth College

Contact Person: Dr. Beverly J. Brown, Associate Professor, Biology Department, Nazareth College. [bbrown6@naz.edu](mailto:bbrown6@naz.edu)

### Developing Mathematical Ideas: Making Meaning of Operations-Warner School of Education/University of Rochester

Target Audience: Grades K-5

Dates and Location: August 2-6, 2010 (8:30 am-3:30 pm in a local school district TBD)

Contact Person: Dr. Cynthia Callard, Director of Mathematics Outreach, University of Rochester. [ccallard@warner.rochester.edu](mailto:ccallard@warner.rochester.edu)

### Inquiry-Based Chemistry Institute-St. John Fisher College

Target Audience: Grade 9-12 Chemistry teachers

Dates and Location: August 9-13, 2010 (8:30 am- 4:30 pm) St. John Fisher College.

Contact Person: Dr. Kristina Lantzky, Department of Chemistry, St. John Fisher College. [klantzky@sjfc.edu](mailto:klantzky@sjfc.edu)

## 4th Annual Rochester STEM Educators Collaboration Event

The 4<sup>th</sup> Annual Rochester STEM Educators Collaboration Event, scheduled for **October 7, 2010**, will be a one-day conference at the **Rochester Museum and Science Center**. The conference theme is **Collaborating to Include all Learners**; the featured speakers will be **Ron Bonnstetter** and **John Penick**.

Dr. Bonnstetter is Professor of Science Education at the University of Nebraska. Over the last 20 years, he has produced more than 100 articles, curriculum products, and educational videos aimed at improving science teaching, and has presented to over 20,000 teachers. His current research involves brain-based findings that inform teaching, including the use of brain scans to understand how students learn.

Dr. Penick is Professor of Science Educations at North Carolina State University, and former president of NSTA (National Science Teachers Association). He has authored or co-authored 33 books and major monographs, and more than 200 articles and reviews. His research focuses on the role of the teacher in the classroom, analysis of teaching, and design and implementation of teacher education programs.

The 2010 STEM Teaching Award Winner will be announced at the annual recognition luncheon. There will also be opportunity to network with other educational professionals from the area and to visit the museum.

To learn more about any of these programs, contact Dr. Sara Silverstone, Associate Director, Rochester Area Colleges' Center for Excellence in Math and Science, at (585) 389-2336 or [ssilverstone@raccems.org](mailto:ssilverstone@raccems.org).

Monroe 2- Orleans BOCES Department of Curriculum,  
Instruction and Professional Development brings you



# Professional Development

## Dr. Richard Allington What Really Matters in Intervention Design and Delivery

### Response To Intervention-

Dr. Allington will introduce research-based intervention design, then discuss where to begin in planning the intervention and the teaching strategies needed to implement.

Dr. Allington will also share his extensive research in the areas of reading and comprehension and ways this knowledge can be used in the classroom.

You will learn how to have a unified curriculum plan across the day, including intervention. His system will coordinate with the core curriculum and is not just another program.

**Meet the speaker**—Dr. Allington is professor of education at the University of Tennessee. Previously he served as the Irving and Rose Fien Distinguished Professor of Education at the University of Florida, and as chair of the Department of Reading at the University at Albany – SUNY. He is an author of over 100 research articles and several books, including *Classrooms That Work: They can all read and write* and *Schools That Work : All children readers and writers*, both co-authored with Pat Cunningham; *No Quick Fix: Rethinking Reading Program in American Elementary Schools* with Sean Walmsley; *Reading to Learn: Lessons from exemplary fourth grade classrooms* with Peter Johnston (which received the *Choice* magazine's 2003 Outstanding Academic Title Award); and his most recent, *Big Brother and the National Reading Curriculum: How ideology trumped evidence*, which examines the influence of failed federal educational policy on reading instruction and the teachers who provide it.

**Date:** April 8, 2010 **Time:** 8:30—3:30 **Fee:** \$110.00

**Place:** ESC Rm. 7, 3599 Big Ridge Road, Spencerport, NY 14559

**Audience:** All Interested

**Registration:** Closes 2 weeks prior to workshop. Please follow the appropriate registration procedure for your district. Refreshments served. Registrants are responsible for their own lunch.

Monroe 2-Orleans BOCES  
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GENESEE VALLEY  
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

# 17th Annual



### GVASCD BOARD MEMBERS 2008-2009

**CO-PRESIDENTS:**

Jo Anne Antonacci  
Dr. Patrick Brimstein

**SECRETARY:**

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Mary Balme  
Trudy Bantle  
Connie Duff  
Janet Gibbons  
Dr. David Hursh  
Dr. Peter Knapp  
Marc Nelson  
Judy Wadsworth

*You are cordially invited to join your colleagues  
at the  
Genesee Valley ASCD Annual Awards Ceremony  
to be held at the*

**Gatherings at the Daisy Flour Mill  
1880 Blossom Road**

**Thursday, May 6, 2010  
4:45—7:30 PM**

**The following educators will be recognized:**

**SUPERVISION    ADELE BOVARD and TIMOTHY TERRANOVA**  
**CURRICULUM    DR. PAMELA KISSEL**  
**SERVICE        AGNES SENEWAY**

*To honor our award recipients, the evening of good food, music and collegiality  
will begin with a wine and cheese reception.*

### PROGRAM

**4:45 PM        Registration/Reception**  
**5:30 PM        Buffet Dinner**  
**6:30 PM        Awards Ceremony**

### REGISTRATION FORM

**Registration is required.** To register, by **Friday, April 30, 2010**, complete this form and send it with a check made out to **GVASCD** to the attention of Judy Wadsworth, MCSBA, 220 Idlewood Road, Rochester, NY 14618.

**If needed, you can call Judy at 585-328-1972 by April 30 to register, then bring your check to the May 6 dinner.**

If more than one person is attending, please complete a form for each individual.

Name \_\_\_\_\_ Phone (cell phone, if possible, to use in case of emergency) \_\_\_\_\_

Position \_\_\_\_\_ School District \_\_\_\_\_

Work Address \_\_\_\_\_ E-mail address \_\_\_\_\_

Cost: \$40 per person for dinner registration only, \$65 per person to cover dinner registration and Genesee Valley ASCD 2010-11 membership.

Call Judy at 585-328-1972 with questions or email her at [Judy\\_Wadsworth@boces.monroe.edu](mailto:Judy_Wadsworth@boces.monroe.edu).



## GENESEE VALLEY ASCD

**Genesee Valley ASCD** values the networking that takes place as educators join together in professional growth opportunities. The improvement of student learning and the support of staff in meeting that goal will be focal points for Genesee Valley ASCD programming. During the coming school year Genesee Valley ASCD will join with related groups to support initiatives that promote quality instruction and leadership.

**Genesee Valley ASCD** provides opportunities for its members to network as professionals to become informed about exemplary practices in the field of education, to explore new ideas and discuss issues facing educators today, and to collaborate with other educators to promote quality professional development.

**Genesee Valley ASCD** is the Rochester area chapter of the national ASCD and an affiliate of the New York State ASCD.

**Genesee Valley ASCD** members are professional educators who work in private and public settings in grade levels from pre-school through college.

Join **Genesee Valley ASCD** today. Complete and return the form below with your check made out to Genesee Valley ASCD. (Please note that membership in Genesee Valley ASCD is separate from the state and national affiliates.)



### Membership Registration Form

Name: (Mr. Mrs. Miss. Ms. Dr.) \_\_\_\_\_

School District: \_\_\_\_\_ Position \_\_\_\_\_

Work Address: \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_\_

Home Address: \_\_\_\_\_ Home Phone (\_\_\_\_) \_\_\_\_\_

E-mail Address: \_\_\_\_\_ Cell Phone (\_\_\_\_) \_\_\_\_\_

Check preferred mailing address  Work  Home

2010-2011 Genesee Valley ASCD membership dues—\$25.00

2010-2011 Genesee Valley ASCD student membership dues - \$15.00

Mail this form and a check made out to Genesee Valley ASCD to:

Judy Wadsworth, Genesee Valley ASCD Membership  
Monroe County School Boards Association  
220 Idlewood Road, Rochester, NY 14618