



Genesee Valley News

January 2011

Serving students with RtI

Area educational leaders gathered in January to discuss how three districts have developed and used Response to Intervention strategies to better meet the needs of their students. The program covered multiple grade levels, with the Brighton team focusing on the elementary level, Churchville-Chili on elementary-middle school levels, and West Irondequoit on high school. Presentation materials from all three featured districts are posted on the Genesee Valley Chapter website at <http://www.mcsba.org/GVASCSD/index-GVASCSD.htm>.

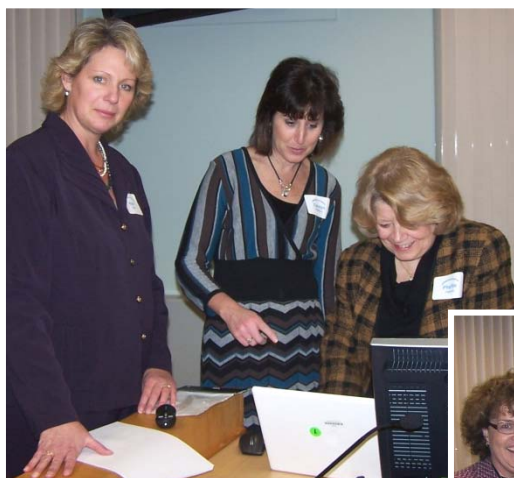
Program synopsis and photos found on pp. 3-4.



ABOVE: West Irondequoit presenters – Principal Patrick McCue, Science Teacher Kelly Mankowski, and Guidance Counselor Gretchen Bush.

LEFT: Brighton's French Road School presenters – Literacy Coach Kim Hale, Assistant Principal Carolyn Rabidoux, and Teacher on Special Assignment Phyllis Diggins – making final adjustments to presentation equipment.

BELOW: The Churchville-Chili presentation team included— Standing: Middle School Principal Karen Jensen, Assistant Superintendent for Instruction Lori Orologio, PPS Director Dr. Bonnie Whitney, and Middle School Administrator Matt Tappon; Seated: Early Intervention Teacher Kim Scheg, Instructional Literacy Coach Lindsey Peet, and Instructional Literacy Coach Eileen Johnson.



INSIDE

- 2- From our Co-Presidents Making RtI work for you
- 3- January 12 photo album
- 4- January 12 RtI synopsis
- 5- Gaming design involves math, technology, & art
- 6- Journal articles on teaching and learning
- 7- Genesee Valley nysascd awards information
- 8- Genesee Valley nysascd awards form
- 9- Flyer – Students in the Digital Age (GV nysascd)
- 10- Flyer – Writing & Art (BOCES 1 – MAG program)
- 11- Flyer – Literacy & learning program (BOCES 2)
- 12- GVASCSD 2010-2011 membership form

Coming March 9

4:00 - 6:30 pm:

STUDENTS
IN THE DIGITAL AGE



Learn how educational technology is being used to support student learning and how problems with this new technology have been addressed from regional practitioners.

Registration information on page 8.



Genesee Valley Chapter
NYS ASCD

BOARD MEMBERS 2010-2011

CO-PRESIDENTS:

Jo Anne Antonacci
Monroe 2-Orleans BOCES

Dr. Patrick Brimstein
Wheatland-Chili CSD

SECRETARY:

Dr. Steven Schafheimer
Retired Principal

TREASURER:

Dr. Howard Maffucci
Retired Superintendent

MEMBERS:

Trudy Bantle
Fairport CSD

Connie Duff
Consultant

Dr. Raymond Giamartino
East Rochester UFSC

Janet Gibbons
Brighton CSD

Dr. David Hursh
University of Rochester Warner
Graduate School

Dr. Peter Knapp
Roberts Wesleyan College

Linda McGinley
West Irondequoit CSD

Marc Nelson
Penfield CSD

Lori Orologio
Churchville-Chili CSD

Judy Wadsworth
Monroe County School Boards
Association

Editor: Judy Wadsworth (585) 328-1972
judy_wadsworth@boces.monroe.edu
Monroe County School Boards Association
220 Idlewood Road
Rochester, NY 14618

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

GVnysascd activities are sponsored
by a generous contribution by

Curriculum Solutions
Associates, Inc.



From our Co-Presidents

Dear Genesee Valley ASCD Colleagues,

The school year is nearing its midpoint... what better time to take stock in progress made and future goals. While these two perspectives may seem divergent, they share a common and essential element... people. Organizations thrive because of people who invest their talents and energy in the work. People are successful when the organizations they work for recognize achievement and value their contributions. As we prepare our students for the future, we must invest in the continuous development of the people who make our organizations great.

The Genesee Valley NYSASCD strives to provide professional learning opportunities for people from our respective school organizations to learn from one another. Recently, almost forty educators from across the region came together to share various program approaches to providing Response to Intervention (RTI). Feedback from the session, held in the Gates Chili CSD as a central location, was positive.

A similarly structured evening to learn new ways to optimize educational technology in the classroom is scheduled for March 9. This interactive event at the East Rochester High School will feature demonstrations from educators and learners. We strongly



Jo Anne Antonacci

Dr. Patrick Brimstein

encourage you to take part in this professional learning opportunity.

On a final note, we encourage you to take the time to nominate a colleague for broader recognition. Each year, the Genesee Valley NYSASCD hosts an award ceremony that is widely attended. An educator can be nominated in one of the following categories: Supervision, Curriculum, or Service. Directions and a nominations form are found on pages 7-8. We look forward to seeing you at this ceremony or other upcoming event.

Jo Anne Antonacci & Patrick Brimstein

Making Rtl work for you

Making Rtl work can get off on the wrong foot if it's viewed as a way to raise test scores or meet mandates, rather than as ongoing processes to improve teaching and learning, according to the authors of this article.

Wrong questions: How do we raise our test scores? How do we implement RIT?
How do we stay legal? What's wrong with this kid?

Right questions: What is the fundamental purpose of our school?
What knowledge and skills will our children need?
What must we do to make learning a reality for every student?

Instead:

In Tier 1, the school ensures that every student has access to rigorous, grade-level curriculum and effective teaching. The process of determining essential student learning outcomes focuses on standards that all students must master to be able to succeed in the future.

At Tier 2, the school uses ongoing formative assessment to identify students in need of additional support, and targets each student's specific learning needs. Teachers create common assessments to compare results and determine which instructional practices were most and least effective in Tier 1. Most Tier 2 interventions occur via small-group instruction using strategies that target a skill deficit.

At Tier 3, schools guarantee that all students in need of intensive support receive this help in *addition* to core instruction, not in place of it. Because Tier 3 students often have multiple needs, this help is individualized, using a problem-solving approach. The school employs a problem-solving team, composed of a diverse group of education experts to address the students' social, emotional, and learning needs. This team identifies the specific and determines how to meet them.

Austin Buffum, Mike Mattos and Chris Weber. "The why behind RTI." *Educational Leadership* (ASCD). October 2010
<http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/The-Why-Behind-RTI.aspx>

Response to Intervention Workshop Results in Best Practices Sharing Among Area Colleagues

By Linda McGinley, Assistant Superintendent for Instruction,
West Irondequoit Central School District

Over 35 educators came together on January 12, 2011 to learn from colleagues who shared their successes and challenges in implementing Response to Intervention at the elementary, middle and high school level. Teams of educators from Brighton, Churchville-Chili and West Irondequoit school districts

provided participants specifics about how each district involved staff in developing the attitude, skills and knowledge necessary to effectively implement RTI so that student success is optimized. Participants gained an understanding of the goals and challenges of implementation, and received specific tools and strategies for "how to make RTI work." These included sample processes, RTI intervention sheets, strategy toolkits, and progress monitoring tools. Most importantly, teams shared their experiences, successes, and lessons learned. The presenters offered the following:



Linda McGinley

Components of Successful RTI

Staff Buy In - Empower and involve faculty and staff throughout the process. Student achievement is the responsibility of everyone! Access the collective knowledge of staff.

It's about Effective Instruction in the Classroom - Increase the teachers' repertoire to implement strategies that meet student's individual needs. Emphasize Tier One Interventions.

RTI is a Change in Mind-set; a Strengths-based Approach to Teaching and Learning - Develop a shared understanding of the goals of RTI and common vocabulary. Students are served best when we focus on variables in "our control" such as targeting intervention strategies and monitoring progress.

Ample and Varied Professional Development - Differentiate professional development aimed at providing resources and support to teachers to develop the necessary knowledge and skills. Provide time for collaboration and reflection. Give specific, informative feedback to staff throughout the implementation. Opportunities may include: co-planning time, flexibility in scheduling to allow teachers to visit other teachers, modeling instruction, release time for training, coaches to model instruction.

Presenters' Suggestions

Our speakers shared their experiences and provided specific "tips" for implementing RTI at the elementary, middle and high school levels. To learn more about implementing at a specific "level", follow the link to the specific presentation powerpoints.

Elementary Level: Carolyn Rabidoux, Kimberly Hale & Phyllis Diggins: "*RTI at French Road Elementary School.*" Brighton Central School District.

District-Wide and Elementary/Middle: Karen Jensen, Eileen Johnson, Lori Orologio, Lindsey Peet, Kim Scheg, Matt Tappan, Bonnie Whitley: "*Response To Intervention: Churchville-Chili Central School District, A Beginning.*"

High School Level: Patrick McCue, Kelly Mankowski, Gretchen Bush: "*Closing the Loop: Making RTI Work at the High School Level.*" West Irondequoit Central School District.

Leadership Support - RTI involves a *change process* that requires strong instructional leadership, structures that support strong communication, and the provision of tangible resources and supports for implementation.

Change Takes Time - RTI is a Journey, not an Event- Start small, keep expectations reasonable; listen to and use staff feedback to adjust professional development and support.

At the January 12 Rtl session...



ABOVE: Churchville-Chili presenters Lori Orologio, Matt Tappon, Lindsey Peet, Eileen Johnson, Kim Scheg, Karen Jensen, and Dr. Bonnie Whitney.



ABOVE: Penfield participants Megan Simmons, Charles Roads, Rick Boerman, Gwenda Buckman, and Christine Brown.



BELOW: Session organizer and chairman Marc Nelson of Penfield (and the Genesee Valley Chapter Board) introducing the speakers.

LEFT: Irondequoit High School presenters Patrick McCue, Gretchen Bush, and Kelly Mankowski.

BELOW: Brighton presenters Carooyn Rabidoux, Phyllis Diggins, and Kim Hale.



Further Resources

In addition to providing participants a wealth of district- specific resources, the teams recommended the following publications that they found especially helpful.

Allington, R. L. (2009) *What Really Matters in RTI*. Boston: Pearson.

Howard, Mary. (2009). *RTI From All Sides: What Every Teacher Needs to Know*. Portsmouth, NH: Heinemann.

McCue, P. (Dec. 2010). Closing the Gap on Classroom Interventions. *Principal Leadership*, pp. 57-61.

Wright, Jim. (2007) *RTI Toolkit*, Port Chester, NY: Dude Publications.

Presenters Suggestions For Successful Implementation

Our speakers shared their experiences and provided specific "tips" for implementing RTI at the elementary, middle and high school levels. To learn more about implementing at a specific "level", follow the link to the specific presentation powerpoints.

Elementary Level: Carolyn Rabidoux, Kimberly Hale & Phyllis Diggins: "*RTI at French Road Elementary School*." Brighton Central School District.

District-Wide and Elementary/Middle: Karen Jensen, Eileen Johnson, Lori Orologio, Lindsey Peet, Kim Scheg, Matt Tappon, Bonnie Whitley: "*Response To Intervention: Churchville-Chili Central School District, A Beginning*."

High School Level: Patrick McCue, Kelly Mankowski, Gretchen Bush: "*Closing the Loop: Making RTI Work at the High School Level*." West Irondequoit Central School District.

RIGHT: Dr. Debby Baker, Brighton ASI; Ryan Pacatte, Palmyra-Macedon High School Principal; and Carolyn Rabidoux, Vice Principal of Brighton's French Road School (and a program presenter).



LEFT: Churchville-Chili ASI Lori Orologio, BOCES 2 District Superintendent Jo Anne Antonacci, and West Irondequoit Superintendent Jeff Crane.



Computer gaming design involves math, technology, & art

By Gene Mancuso, Assistant Superintendent for Instruction, Penfield Central School District

For students living in a rapidly changing world, the arts teach vital modes of seeing, imagining, inventing, and thinking. Penfield High School students enrolled in its computer gaming course are engaged in true twenty-first century learning.

"We know that if we only demand of students that they recall established facts, the children who we educate today will



Pictured are Visual Game Design (Art Elective) students. This full year course is taken in conjunction with Technical Game Design (Technology Elective). In these two classes the students combine the skills of animators and programmers to create interactive games. The students have spent the first half of the year working in *Flash* creating two dimensional games, and will be using both *Blender 3D*, and *Unity 3D* to create interactive games with three dimensional qualities this spring. There are not many public schools in America where you can see students applying and learning code (the language used to convert a piece of information into another form) in live action animation while also meeting the standards of art teachers.

find themselves ill-prepared to deal with the world that awaits them after their K-12 education." This concept has driven the district to encourage innovation and creativity even during difficult budgets and the current focus on testing data.

While our district has been focused on increasing rigor, relevance, and relationship we have created action in our arts department by focusing on form, theme, and context. Some basic form transformations include: moving from film to digital photography, replacing dark rooms with computer labs, creating new alliances with other departments (business and technology), and building instructional space that matches form with function.

"The relationships students maintain outside of school are not aligned to traditional high school departments. If this was so, our computer screens would still be black with bright green lettering flickering at us", says Luke Lorenzo, a Penfield Art Teacher.



Gene Mancuso

The district has provided teachers the freedom to create courses that are relevant to students, provide the most interactive and modern technology, and support innovative alignment within and between departments. Penfield's music department has as many business students as the district's business department, and technology and art departments co-teach one of the most innovative programs in New York State.

There's a belief in Penfield that the arts allow young people to develop a creative and entrepreneurial understanding of the world. In arts, kids learn there's not just one right answer. They learn that judgment counts. They learn to connect.

In Penfield and in districts across our area we continue to carefully calibrate a mix of rigorous academics with a laser-like focus on what will best meet the needs of our students as they become career and/or college ready. We have schools because we hope that when children graduate they will be able to use what they've learned. Unless students learn to take a very active role in their studies, unless they learn to ask questions, to do things hands-on, to essentially become life-long learners they will not be prepared. We have found that our students become truly engaged and achieve amazing results when we build courses that match enthusiasm with rigor.

Journal articles on teaching & learning

Helping students see their weaknesses as strengths

The number of students with special needs is expected to increase in the next few years, and one teacher suggests educators should help turn students' weaknesses into strengths. Studies show that in the next few years, our schools will see a wider spectrum of special needs kids than ever before. What if we could sell these struggling kids on the fact that sometimes their difficulties can become their strengths? What if adults who struggled with differences in their childhood came forward in a targeted campaign to speak as the voices in our students' own futures? Education needs help from former students to serve as heroes/muses/guides to these children.

Heather Wolpert-Gawron blog. "Students who struggle: Focusing on strengths." *EduTopia*. October 6, 2010
<http://www.edutopia.org/blog/empowering-students-special-needs-wolpert-gawron>

10 tips for engaging students in learning

High-school technology-integration specialist Andrew Marcinek offers suggestions for reviving students' interest in learning. He set up a wiki for his English 101 class and outlined a new set of classroom expectations that included reminding students to have fun with assignments and encouraging them to collaborate, share and not be afraid to make mistakes along the way.

Andrew Marcinek blog. "Ten simple strategies for re-engaging students." *EduTopia*. November 21, 2010
<http://www.edutopia.org/blog/reengaging-students-andrew-marcinek>

Overcoming challenges to project-based learning

Project-based learning can challenge teachers and students, and if so, teachers should step back to determine why it's not working and provide the support students need to complete their projects. Giving responsibility to learners happens gradually, not all at once, and good projects, like real life, teach persistence and critical thinking.

Suzie Boss blog. "Project-based learning: A case for not giving up." *EduTopia*. November 26, 2010
http://www.edutopia.org/blog/project-based-learning-not-giving-up-suzie-boss?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+spiralnotebook+%28Spiral+NoteBook%29

Using wikis in elementary classrooms

Some elementary-school teachers are using wikis to manage classroom projects, facilitate student collaboration and as a portal for parents to view students' work. The teacher-moderated technology allows educators to create sites easily, providing instant learning resources for students. Students can develop content with a broader audience in mind, making them "more conscientious" about their writing. But wikis pose challenges, requiring teachers to closely monitor the content students are posting and keep track of multiple passwords.

Bridget McCrea. "Wikis: Pulling It All Together Online." *T.H.E. Journal*. October 20, 2010
<http://thejournal.com/articles/2010/10/20/wikis-pulling-it-all-together-online.aspx>

International study on how to teach boys

A recent study examined effective lessons for boys. With input from male students and teachers in six nations, researchers determined that the successful lessons fell into the following categories:

- Lessons that produced products
- Lessons structured as games
- Lessons requiring vigorous motor activity
- Lessons requiring boys to assume a role or responsibility for promoting the learning of others
- Lessons that required boy to address "open," unsolved problems
- Lessons that required a combination of teamwork and competition
- Lessons that focused on boys' personal realization (their masculinity, their values, their present and future social roles)
- Lessons that introduced dramatic novelties and surprises.

The study also revealed that boys have a relational learning style and that a lesson often requires fine-tuning before it can become effective.

Richard Hawley and Michael Reichert. "Successfully Teaching Boys." *ASCD Express*. November 2010
<http://www.ascd.org/ascd-express/vol6/604-hawley.aspx>

Nominate colleagues now for Genesee Valley Chapter Annual Awards

The Genesee Valley Chapter NYS ASCD, in an ongoing search for what works in schools, has sought out, highlighted, and celebrated the accomplishments of educational leaders who achieve excellence in the areas of Supervision, Curriculum and Service.

The Genesee Valley Chapter NYS ASCD annual awards are one way of recognizing emerging and established educational leaders and sharing their exemplary practices with the education community. Every year, the Genesee Valley ASCD selects three winners from an annual nominations process.

In May, the winners are celebrated at the Genesee Valley Chapter NYS ASCD Annual Awards Dinner. Award recipients are encouraged to invite their colleagues and families to share their accomplishment.

Criteria for nominations are listed below. Please reflect upon your colleagues and consider nominating one who is truly excellent, using the form on the next page. Nominations should be submitted by **February 25, 2011**. All nominations will be considered by the selection committee. Winners will be notified in April.

GUIDELINES FOR Genesee Valley Chapter NYS ASCD AWARD CATEGORIES

CURRICULUM

Criteria:

1. Demonstrates leadership in curriculum areas such as:
 - Implementing change
 - Managing curriculum reviews
 - Training others
2. Exhibits awareness of and sensitivity towards significant curriculum issues such as:
 - Assessment
 - Implementation of standards
 - Inclusion
 - Multiculturalism
3. Is active with other professional services and activities such as:
 - Professional development
 - Inservice evaluation
 - Teacher centers
 - State and national professional organizations

SUPERVISION

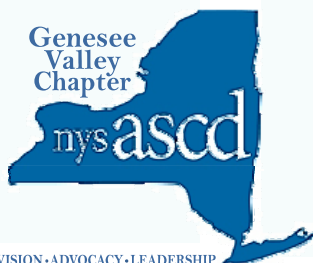
Criteria:

1. Demonstrates leadership in supervision areas such as:
 - Implementing change
 - Establishing high standards for supervision
 - Training
 - Encouraging experimentation and risk taking
2. Exhibits knowledge of important trends and research in supervision and instruction in areas such as:
 - Assessment
 - Implementation of standards
 - Inclusion
 - Multiculturalism
3. Is active in other professional services and activities such as:
 - Professional development
 - Inservice evaluation
 - Teacher centers
 - State and national professional organizations

SERVICE

Criteria:

- Dedicates time, energy, and effort for education-related service to the community. This could include efforts related to:
- Students
 - Schools
 - Educational organizations
 - A local, state, or national educational project
 - School-community undertakings



SAVE THE DATE!

Genesee Valley Chapter AWARDS DINNER

Thursday
May 5, 2011
Daisy Flour Mill
Registration information
will follow in April.

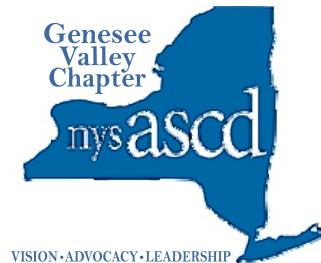
<h1 style="margin: 0;">Genesee Valley Chapter NYS ASCD</h1>

Awards Nomination Form

I wish to nominate the following person for the GVASCD Award in:

(Please check one)

- Curriculum
- Supervision
- Service



Name of Nominee _____

Position/Title of Nominee _____

School District _____

Previous position(s) held by Nominee _____

Nominee's years experience in education _____

Nominator(s): _____ Daytime Phone # _____

_____ Daytime Phone # _____

Person who will present the award if nominee is selected: _____

Phone #: _____

On a separate page please outline the significant contributions that qualify your nominee for this award.

Attach a copy of the nominee's resume.

Please include a minimum of **two** letters of support for this nomination. Each letter should include the writer's name, school address, and phone #.

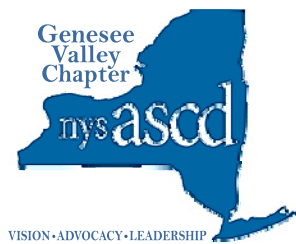
All paperwork should be returned by February 25, 2011 to the following address:

janet_gibbons@bcsd.org

or

Janet Gibbons
 2035 Monroe Avenue
 Rochester, New York 14618
 FAX 585 242-5097

Awards will be presented at the annual banquet on May 5, 2011 at the Daisy Flour Mill, Blossom Road.



Genesee Valley Chapter NYS ASCD
Presents a Workshop for Administrators, Teachers, and School Board Members

STUDENTS IN THE DIGITAL AGE



Wednesday, March 9, 2011
East Rochester High School, Room (LG1) #347
Woodbine Avenue, East Rochester

4:00 pm – Registration & Networking & Sustenance
4:30 pm – Presentation & Discussion
6:30 pm - Adjournment



ANFSCD - And Now for something completely different

AYK - As You Know, our students are growing up in a digital age from laptops to tablets, using Social Media and communicating through texting. Our districts and in many cases students and their parents have made large investments in technology. This workshop will be an opportunity to share best practices and ideas. So...

COBRAS2 - Come right by right after school to Students in the Digital Age. There will be adult and student demonstrations on how various districts are using variety of the latest technologies and social media to enhance student achievement and accountability. 'Expert' practitioners from our area will share how they are using educational technology to support student learning and to track student achievement. There will be time for group discussion and questions.

TWNBAWOT - This will not be a waste of time. CU There!!

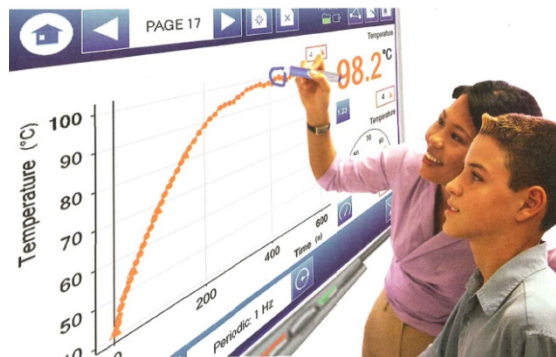
REGISTRATION FORM

Registration by March 2 is required. To register, submit this form and your check made out to GVASCD and sent to the attention of Judy Wadsworth, c/o MCSBA, 220 Idlewood Road, Rochester, NY 14618.
Direct questions to her at Judy_Wadsworth@boces.monroe.edu or 585-328-1972.

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

Name: _____ email _____
 Job Title: _____ work phone _____
 District/Institution _____ home/cell phone _____

COST: \$20 per person for GVASCD members; \$35 per person for non-GVASCD members; \$45 per person to cover both registration and dues for 2010-2011 school year.

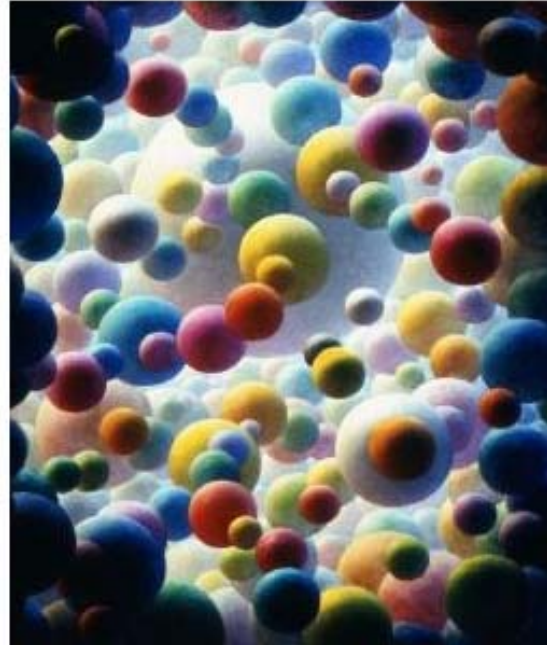


Certificates of attendance will be issues to participants.

GVASCD activities are sponsored by a generous contribution by Curriculum Solutions.



Visit the Memorial Art Gallery: Great Resource for Teaching Creative Expression.



**For a creative, engaging way to build student writing skills
and teach writing strategies in a real-writing context--**

**Join a stimulating PD that incorporates art displayed at the
Memorial Art Gallery for creative expression.**

The program is presented by Monroe #1 BOCES in partnership with the
Memorial Art Gallery and Writer-in-Residence and Director of Arts Minor at St.
John Fisher College, M.J. Iuppa.

January 19, February 2 and February 16, 2011

4:30 - 7:00 PM

**MAG and Monroe #1 BOCES Professional Development Site, 15 Linden
Park**

For registration details, please go to:

https://wincapweb.com/profdev_public/view_activity.aspx?activityid=84580a4e-6e9c-4550-9530-01c0eca4114f

**Register for this workshop and check out the 2010-2011 school year
offerings at www.monroe.edu/pdcatalog.**

***To register, please follow your district/program/building professional
development procedures. Registration flyers can be found in the
Monroe #1 BOCES Office of School Improvement Professional
Development Catalog.***

**Monroe 2- Orleans BOCES Department of Curriculum
and Professional Development**

Your Educational Partner of Choice



Peter Johnston

Literacy, Learning, Thinking and Classroom Communities

The Presenter:

Peter's research and writing spring from his fascination with children's learning and, no less, teachers' teaching. In his most recent Stenhouse book, *Choice Words*, he uses his fascination with the relationship between language and learning to show how this works moment to moment in the classroom.



A professor at the State University of New York at Albany, Peter and his colleagues Becky Rogers and Cheryl Dozier recently researched their own teaching of beginning teachers in *Critical Literacy/Critical Teaching: Tools for Preparing Responsive Teachers*. *Knowing Literacy*, his most recent book on assessment, arose from his interest in the ways assessment teaching and learning are linked. More recently, his work on the International Reading Association's (IRA) Response to Intervention Commission led to an edited book titled, *RTI in Literacy--Responsive and Comprehensive*. His research on assessment has given him reason to be skeptical of high-stakes testing because of its effects on teaching and learning and similarly skeptical of reducing literacy to word level speed and accuracy.

The Workshop:

The qualities of the literacy learning community we build affect the ways children learn independently and collaboratively. This session shows how the qualities of the learning community we build will affect children's comprehension, their social relationships, and their intelligence, and how they handle challenge, adversity, uncertainty and difference. We want children to become flexible, persistent and collaborative problem solvers, particularly in literacy, but also in other areas of their lives. We want them to take on challenge for learning rather than avoid it, and when they are unsuccessful to become more strategic.

This session shows how the classroom choices we make, particularly our language choices, influence the qualities of the classroom learning community. It shows how to develop productive literacy learning communities and engaged learners who comprehend, and take control of their own development. It also shows how, surprisingly, culturally accepted interactions often systematically undermine our goals.

Date: February 11, 2011

Time: 8:30-3:30

Place: Conference Room 7

**3599 Big Ridge Road,
Spencerport NY 14559**

Fee: \$125

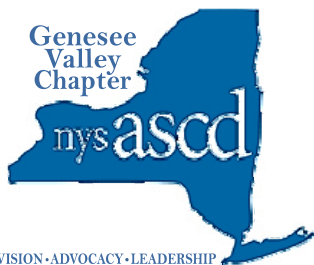
Registration: Closes 2 weeks prior to workshop. Please follow the appropriate registration procedure for your district. Refreshments served.

Monroe 2- Orleans BOCES
Department of Curriculum and
Professional Development

3599 Big Ridge Road
Spencerport, NY 14559

Phone: 585-352-2704
Fax: 585-349-8801
E-mail: profdev@monroe2boces.org

Professional Development



Genesee Valley Chapter NYS ASCD

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

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

Join **Genesee Valley Chapter** today. Complete and return the form below with your check made out to Genesee Valley ASCD. (Please note that membership in Genesee Valley Chapter 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