

# Montana Striving Readers Conference February 29<sup>th</sup> & March 1<sup>st</sup>

<b>MSRP Presenters:</b>		
<i>Presenters</i>	<i>Grade Level</i>	<i>Content/Topic/Session Description</i>
Angelee Eames, Sr. Consultant, Voyager/Cambium consulting	7 thru 12	<b>Motivation, Reading and the Brain.</b> Motivation - What is it and do you need it? We will explore how a teacher can go through a classroom currency checklist and determine areas to specifically address in order to effect behavior changes. Literacy, mindset, engagement, teacher empowerment and student achievement will be discussed. <i>Middle and High School Audience</i>
Ann Ganzert, Side-by-Side K-12 Consulting	6-12	<b>Vocabulary Session</b> – “ <i>The limits of my language are the limits of my mind. All I know is what I have words for.</i> ” Ludwig Wittgenstein “ <i>Words divide the world: the more words we have, the more complex ways we can think about the world.</i> ” Stahl and Nagy (2006). Content of this session will include 1) the examination of what is known about effective vocabulary instruction, 2) the sharing of explicit strategies for vocabulary instruction, and 3) the opportunity to share best practices.
Barbara Johnson Marci Parks	K-6	<b>Kindergarten Transition:</b> We think of transitions as a process of changes, a series of adjustments. We know as children start Kindergarten, it can represent one of the most significant changes/ adjustments they will face in their lives. It takes parents, teachers, administrators working and planning together to ensure those children a smooth, successful, and well planned transition to school. This session will take a look at how we can make this happen. <i>Elementary Audience</i>
Brenda LeBrasse, Cambium Shawn Clark, Principal Browning High School	7 thru 12	<b>Bell-to-Bell Instruction.</b> Participants will experience a comprehensive hands-on learning experience that engages attendees in a real-life tiered vocabulary lesson that can be incorporated across all content areas. <i>Middle and High School Audience</i>

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Carolyn Keeton, Cambium	K-2	<p><b>Reading Aloud to Build Comprehension.</b> Teachers will learn of the power of reading aloud to students. Ideas will be shared on how to teach the MCCS through "Read Alouds". Participants will have the opportunity to work in groups and plan lessons with books that would be recommended for reading aloud.</p> <p><i>Elementary Audience</i></p>
Carrie Cole, Side-by-Side K-12 Consulting	K-8	<p><b>Developing Higher Level Thinking Through Effective Questioning.</b> Research shows that readers who engage in higher-order thinking go beyond the basic levels of comprehension and writing - they are able to analyze, synthesize, evaluate, interpret, and write about the text they are reading at complex levels. This session will provide specific strategies for teachers to implement questioning methods and response strategies that help students develop critical thinking, keep students deeply connected to text, and provide students varied opportunities for constructed written response aligned to the MCCS.</p> <p><i>Elementary Audience.</i></p>
Debora Scheffel, Side-by-Side K-12 Consulting	K-8	<p><b>The Language of Instruction: Impacting Outcomes.</b> Focus on the importance of deliberate oral language as a part of the instructional process. This suggests a consideration of the structure and content of language including pacing, vocabulary, depth of knowledge questioning, and scaffolding.</p> <p><i>Elementary or Secondary Audience.</i></p>
East Helena School District	K-8	<p><b>Failing Levies, Falling Stacks; Instructional Renewal in Small Town Montana:</b> Four months prior to 9-1-1 East Helena Public Schools entered severe crisis mode when the second consecutive general fund levy failed and ASARCO announced a "temporary" shutdown of the local lead smelting plant that accounted for 53% of the local tax base. Less than 55% of our students were at spring benchmarks in oral reading fluency and math computation and application proficiencies were below 50%. It was past time to conduct an internal review of not only our school system, but more importantly our current instructional practices and time usage. Come hear about how the community and the school district responded, what changed and how that has evolved into the present day.</p> <p><i>Elementary or Secondary Audience.</i></p>

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<p>Frank Smith, Frank Smith Consulting</p>	<p>6-12</p>	<p><b><u>Engagement Strategies for Immediate Instructional Assessment.</u></b> The center of any implementation of an effective lesson is the careful monitoring of student progress and mastery throughout instruction. Focus on methods by which teachers can actively engage students during instruction so crucial data is gathered and instantaneously analyzed for effective instruction decision making and feedback. Easily implemented tools for eliciting and responding to student performance will be shared and modeled throughout the session. <i>Middle and High School Audience</i></p>
<p>Great Falls School District, Heather Hoyer, Principal, Great Falls High School Paul Furthmyre, Principal, East Middle School Chris Mee, Technology Specialist</p>	<p>7-12</p>	<p><b><u>Great Falls Instructional Frameworks and Walkthrough Tools.</u></b> The Great Falls School District will present on their frameworks and walkthrough tools. They will show how the walkthrough tool is measuring the implementation of their framework and the data is being used to guide professional development plans. <i>Middle and High School Audience</i></p>
<p>Jennifer Darlington, Side-by-Side K-12 Consulting</p>	<p>K-6</p>	<p><b><u>Building Strong Foundations - Adding routines to your instructional practice to support all learners.</u></b> Participants will develop an understanding of how instructional routines, developed by the Instructional Innovations Unit at the OPI, can enhance and increase the instructional intensity of their core-reading instruction. The routines are clear, simple, and structured practices that can be implemented at all grade levels, focusing on the foundations of reading; Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary. <i>Elementary Audience.</i></p>
<p>Jim FitzGerald, M.P.A., MSW CEO Intermountain</p>	<p>K-12</p>	<p><b><u>Sustaining Empathy in Education:</u></b> Educators, caregivers and clinicians are frequently frustrated and repelled by the powerful repertoire of emotional and behavioral difficulties associated with some special needs youth. Utilizing a developmental lens, the presentation will focus upon the interface of neuroscience, attachment, and trauma in understanding the whole child.</p>

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<p>Julie Morrill, Director Georgia Striving Readers</p>	<p>K-12</p>	<p><b><u>Georgian's Striving Reader's Project.</u></b> Come hear about Georgia's implementation of Striving Readers. The director, Julie Morrill, will focus on how Georgia has assisted schools in building their instructional brand. Free Professional learning for teachers as well as a complete free K-5 reading program for students will be demonstrated and discussed at length. This interactive session will allow for questions and follow-up throughout. <i>Elementary Audience.</i></p>
<p>Karol Gustin, Voyager/Cambium consulting</p>	<p>K-6</p>	<p><b><u>Sentence Sessions: An invitation to examine and emulate masterpiece sentences, their patterns, rhythms, and meaning.</u></b> Do you have students who struggle with writing a sentence that makes sense? This presentation will focus on several kinds of deliberate sentence thinking and writing activities that accommodate elementary writers. <i>Elementary Audience.</i></p>
<p>Kayte Howell, Sarah Milling</p>		<p><b><u>Writing Across Disciplines:</u></b> An important piece of connecting our subject matter to our students and the common core is ensuring that we explicitly model and teach how to read and write with in each discipline. This session, Writing Across Disciplines will showcase a new OPI course focused on Yolanda Westerberg's work on strategies and skills that will ensure students' interactive writing and engagement across disciplines. This session will be a sampling of the course that will be offered for renewal units through OPI and graduate credits. <i>Middle and High School Audience</i></p>
<p>Lynda Collins, Side-by-Side K-12 Consulting</p>	<p>K-6</p>	<p><b><u>Phoneme Grapheme Mapping: How to Spell, Not What to Spell.</u></b> Focus on the use of phoneme grapheme mapping as a tool for spelling and writing, using the mapping as a tool to make students more aware of the phoneme grapheme correspondences and how to better use them when encoding words - teaching students how to spell, not just what to spell. <i>Elementary Audience.</i></p>

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Mary McGarry Burke, Side-by-Side K-12 Consulting	K-6	<p><b><u>Intentional Instructional Planning.</u></b> Going through the What? So What? Now What? Process. Guides teachers into first, looking at "what" they need to better to meet the needs of all their students, "why" they should be doing this and "how" to do this effectively and consistently in their lesson planning.</p> <p><i>Elementary Audience</i></p>
Brenda Nardo, Side-by-Side K-12 Consulting	6-12	<p><b><u>Intentional Instructional Planning.</u></b> Going through the What? So What? Now What? Process. Guides teachers into first, looking at "what" they need to better to meet the needs of all their students, "why" they should be doing this and "how" to do this effectively and consistently in their lesson planning.</p> <p><i>Middle and High School Audience</i></p>
Marybeth Flachbart, Ed.D., CALT, Senior Literacy Advisor, Education Northwest	K-12	<p><b><u>K-6 - It All Begins with Language:</u></b> Language is the cornerstone upon which we build literacy and learning throughout life. The research is clear that students need between 12 and 18 meaningful interactions with a work before it becomes part of their language base (Armbruster, Hehr &amp; Osborn, 2001). Participants will receive strategies for embedding language development in all content areas as well as translating that practice to writing.</p> <p><b><u>7-12 Developing Academic Conversation Skills in Secondary Students:</u></b> In terms of literacy, college and career ready means that students can gain information from multiple sources and create new learning. They need to be able to express their learning both verbally and in writing. Literacy begins with language, specifically oral language. Strategies from Academic Conversations, (Zwiers &amp; Crawford, 2015) and Visible Learning (Hattie, 2008) will be shared.</p>
Neilia Solberg, Voyager/Cambium consulting	K-5	<p><b><u>MCCSS Writing - Narrative Techniques, a "Guide on the Side" for getting it right.</u></b> The standards emphasize the writing process as it applies to all kinds of writing and name three broad categories - arguments, information/explanatory texts and narratives. MCCSS addresses the various types or structures of writing, by dividing many major writing assignments into one of those three that are roughly in line with what we've been for a very long time.</p> <p><i>Elementary Audience</i></p>

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Yolanda Westerberg Voyager/Cambium consulting	7 thru 12	<b><u>Writing About Reading: the Constructed Response <i>Right Answer Writing!</i></u></b> What is a Constructed Response? C.R. is quite simply, a written response to a question. C.R. is a great way to determine whether or not students have really gotten it - they can't guess their way to a right answer. Learn tools that we can provide our students that will help them organize their thinking to better answer a constructed response question. <i>Middle and High School Audience</i>
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