



## **TEACHING AND LEARNING INSTITUTE I and II**

**Holiday Inn Select  
Columbia, Missouri**

### **Institute I—June 18-20, 2007**

#### **Strands**

- Boys and Reading: Engaging Teen and Pre-teen Boys in Literacy
- Instructional Strategies that Work
- MAX Teaching Strategies
- Middle School Literacy
- Professional Learning Communities

### **Institute II—June 21-23, 2007**

#### **Strands**

- Boys and Reading: Engaging Teen and Pre-teen Boys in Literacy
- Instructional Strategies that Work
- MAX Teaching Strategies
- Middle School Literacy
- Professional Learning Communities

### **In-depth Strands**

#### **Institute I & II—June 18-23, 2007**

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- Language Essentials for Teachers of Reading and Spelling (LETRS) Training (with additional fall follow-up training)

Questions: Call Donna Cash 573-526-5658 or  
[donna.cash@dese.mo.gov](mailto:donna.cash@dese.mo.gov)

## Strand Descriptions

### *Behavior Intervention Support Team (BIST) Training*

#### ***HAS BEEN CANCELLED***

**BIST Training is an in-depth strand requiring attendance at both Institutes— June 18-23.** There is no question about it. Today's educational environment looks entirely different from thirty, twenty or even ten years ago. All of us involved in education - students, parents, teachers and administrators - are faced with new and distinct challenges brought about by dramatic shifts in lifestyles and behavior over the last generation.

As educators, we know that children are becoming more and more challenging within the public school setting. Many of our youth are coming from situations where abuse, drug/alcohol usage, homelessness, and/or lack of supervision are common. Many of these children then come to our buildings and demonstrate behavioral problems. At one time, the old forms of discipline were effective tools in dealing with these children. However, these techniques are no longer successful. Consequently, schools need to create new intervention strategies when dealing with troubled youth. Due to the increased difficulty of students within the public school setting, Behavior Intervention Support Team, (BIST) a unique program of Ozanam, created the confrontational model in helping students to be successful in school. Our common goal is to provide every student with a safe and productive learning environment.

BIST programs are developed specifically for your school and can be applied to individuals, teams or the entire faculty. Regardless of the exact nature of our work together, the process begins with a meeting of key people from your organization and BIST staff for an in-depth look at your situation. This typically is followed by a three-hour in-service to give your entire staff a feel for our philosophy and a look at our specific services. At this point we provide you with a recommended plan of action. Finally, we recommend that you let us help you implement the following systems in order to get the most benefit from our work together:

- A communications system of regular meetings, checklists for student/administrator referral, informal feedback and check ups.
- Safe places where students who are in trouble can go and get help.
- Mentors who will support teachers of difficult students. (Mentors can be teachers - colleagues, volunteers and others).
- A crisis intervention team of school staff to give back-up for the teachers and principal.

BIST team members are dedicated to creating a caring community in every learning environment. Our work with schools is carried out by a group of

professionals which typically comprises educators, therapists and social workers.

Collectively, BIST staff represents more than 130 years of experience - much of it working with severely disturbed children and youth.

### **Language Essentials for Teachers of Reading and Spelling (LETRS)**

**LETRS Training is an in-depth strand requiring attendance at both Institutes— June 18-23.** Language Essentials for Teachers of Reading and Spelling (LETRS) is a comprehensive professional development for teachers. Teachers will be introduced to research-based principles to help them understand reading development, reading differences, and reading instruction.

This intensive training is presented through a variety of interactive sessions with a mix of information sharing, discussion, video, and hands-on learning that will enable teachers to become familiar with the many aspects of language that contribute to one's ability to read.

Each Module (1-6) addresses a component in depth: phoneme awareness, phonics and decoding, spelling, fluency, vocabulary and comprehension. Teachers will gain tools with which to strengthen their ability to identify why some students struggle, how to assess, and then plan instruction to achieve greater gains.

Modules 7-9 will be addressed during fall meeting which will begin in September.

### **Boys and Reading:** **Engaging Teen and Pre-teen Boys in Literacy**

Presenter—Dr. William G. Brozo

Too many teen and preteen boys do not like to read, are choosing not to read, and are suffering academically as a result. More must be done to reach disengaged and striving male readers. The presenter, Mr. Bill Brozo, has devoted a decade of study to the causes of boys' underachievement in reading and has discovered numerous ways to reverse that trend. In this strand, Dr. Brozo explores the role of literacy in boys' construction of their masculine identities. He highlights some disturbing facts about boys in America today and draws on insights gained from researching into the kinds of texts adolescent boys will read and why, when given the prerogative and support. He demonstrates several strategies and describes successful

practices that honor boys' interests and needs, helps them find entry points to literacy, and starts them down the path of lifelong reading.

William G. Brozo is a Professor of Literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia. He earned his bachelors degree from the University of North Carolina and his masters and doctorate from the University of South Carolina. He has taught reading and language arts in junior and senior high school in the Carolinas. He is the author of numerous articles on literacy development for children and young adults. His books include *To Be a Boy, to Be a Reader: Engaging Teen and Preteen Boys in Active Literacy* (International Reading Association); *Readers, Teachers, Learners: Expanding Literacy across the Content Areas* (Merrill/Prentiss Hall); *Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence* (Merrill/Prentice Hall); *Principled Practices for Adolescent Literacy: A Framework for Instruction and Policy* (Erlbaum); *50 Content Area Strategies for Adolescent Literacy* (Merrill/Prentice Hall); and *Setting the Pace: A Speed, Comprehension and Study Skills Program* (Merrill). His newest books, *Supporting Content Area Literacy with Technology: Meeting the Needs of Diverse Learners*, and *The Adolescent Literacy Inventory*, are forthcoming by Allyn and Bacon. Dr. Brozo is also an author/consultant for *Jamestown Reading Navigator*, a program for struggling adolescent readers. He serves on the editorial review boards of the *Reading Research Quarterly*, *Reading Research and Instruction* and the *Journal of Adolescent and Adult Literacy*. He writes a regular column for the International Reading Association's *Thinking Classroom* entitled "Strategic Moves," and is also a past member of IRA's Commission on Adolescent Literacy and current member of the PISA/PIRLS Task Force. As an International Development Division-IRA consultant, Dr. Brozo travels regularly to Macedonia, where he provides technical support to secondary teachers. He was a co-investigator on a Carnegie Grant team that compiled an important report on best practices in adolescent literacy. He regularly speaks at professional meetings around the country and consults with teachers and administrators to discuss ways of enriching the literate culture of middle and secondary schools, enhancing the literate lives of boys and making teaching more responsive to the needs of all students.

### **Instructional Strategies that Work.**

### **Making the Pieces Fit: Curriculum, Instruction, and Assessment**

Presenters—Carol Pace and Carol Bauer

This workshop will focus on incorporating research-based instructional strategies to improve student achievement. Participants will make the GLEs come to life for their classroom as they examine the GLEs in light of their curriculum, instruction and assessment. Making these pieces fit together

into a meaningful whole for classroom implementation is the target of this institute. The strategies are applicable to all contents and all grade levels.

Carol Bauer and Carol Pace are K-12 Staff Development Coordinators for the Lebanon Public Schools and work with teachers and administrators in the areas of curriculum, instruction and assessment. Carol Bauer has 22 years of teaching experience at the secondary level in math and social studies. Carol Pace's 18 years of teaching experience include self-contained 5<sup>th</sup> grade and remedial reading.

Carol and Carol were STARR teachers during the 1998-99 school year. They have facilitated professional development opportunities in their own district as well as statewide and national presentations which include: Accelerated Schools Conference, Teaching and Learning Conference, Satellite Academy, Show-Me Curriculum Administrator's Association, Interface, STARR Teachers, MSTA, Missouri Association of Secondary School Principals, Missouri State Board of Education, National Association of State School boards (NASBE), and CTB McGraw-Hill.

### **MAX Teaching Strategies**

Presenter—Todd Luke

This strand will be organized to take a closer look at connecting rigor and relevance for learning to relationships that are meaningful for students. This learning design will be strengthened by examining a responsibility factor and technical literacy. It will involve working with Dr. Willard Daggett's Rigor and Relevance Framework, Problem-based Learning (PBL) methodology, and MAX Teaching and Learning for Technical Literacy.

The objectives of this strand are:

- Build a working knowledge of MAX Teaching and Learning reading strategies.
- Revisit the importance of Bloom's Taxonomy to increase rigor.
- Design classroom experiences around a Problem-based Learning model.
- Examine career paths and career clusters for student motivation.
- Examine the factor of responsibility as it relates to various audiences.
- Build a working knowledge of R-Factor Learning that can be shared with others through study groups and ongoing professional development.

Participant will experience the University of Missouri Medical School model of Problem-based Learning to better understand the structure to design rigorous learning experiences to address "real-world complicated, messy situations." They will learn and practice strategies developed by MAX Teaching and Learning to incorporate reading that engages all students in a

classroom. Other components to be utilized in designing learning experiences will be career paths and career clusters to strengthen the relevance factor for increasing student motivation.

The structure of these three days will require participants to practice and build a working knowledge of the components listed above. It will be an active learning environment to build skills through practice. Participants will utilize Dr. Willard Daggett's Rigor and Relevance framework to construct learning experiences for students that will be at the higher end of Bloom's Taxonomy and focus on Problem-based Learning around real-world issues. The work will be strengthened with the introduction and practice of MAX Teaching and Learning practices for technical literacy and the connection to career paths and clusters for relevancy.

The time will be organized by days with much of the information incorporated through all the days.

- One day will involve working on building knowledge and practice around rigor, relevance, relationships, and responsibility issues.
- One day will involve learning and practicing MAX Teaching and Learning reading strategies.

One day will be devoted to learning more about Problem-based Learning and working on lesson design around that model as well as discussing project-based and service learning.

Todd Luke graduated from Lenape Technology School in 1983. He returned to Lenape in 1992 and has received the 1996 Excellence Foundation educator of the Year, the 2002 and 2004 Vocational Teacher of the Year, was featured in *Techniques Magazine* September 2003. He is currently Coordinator of School Operations. Todd has been a member of the MAX Teaching staff development for four years.

### **Middle School Literacy—Literacy in the Middle**

Presenters—Stacy Cooper and Linda Bradley

The International Reading Association has named Adolescent Literacy as the hottest topic in literacy education in 2007. Educators attending "Literacy in the Middle" will actively investigate current research and trends in Adolescent Literacy. All areas of literacy will be addressed in this seminar including reading, writing, listening, speaking, thinking, viewing, and technology. Attendees will participate in active learning using discussion, inquiry, and technology. Topics will include metacognition, Higher level thinking, explicit instruction, literacy workshop, compelling and engaging text, curriculum mapping, professional development, middle level resources for students and teachers, motivation, and MAP ideas for success! Assessment and planning for successful intervention programs for struggling students will be addressed. All topics and sessions will help schools in the

quest to CLOSE THE ACHIEVEMENT GAP. Attendees will leave the 18 hours of instruction with ideas and materials ready to use in the fall!

Linda Bradley loves Middle School students and Literacy! After thirty-eight years in the field of education, Linda has experiences with grades one through twelve and college students. Linda is the Literacy Coach at Smithton Middle School in Columbia, Missouri where she works with 100 teachers, coaching them in current research and strategies to help students succeed. Linda is an adjunct instructor in the College of Education at the University of Missouri and Columbia College. She teaches Literacy Education and Middle School Methods. Linda is a member of the International Reading Association, NCTE, National Middle School Association and ASCD. Linda consults with local school districts, presents at local and state conferences, and has been published in NCTE's Language Arts Journal. She received her BA in Elementary Education from the University of Kentucky and her Masters in Education with a concentration in Reading from Eastern Kentucky University. Linda loves spending time with her husband, Dave, and their three children and four grandchildren. Linda received her National Board Certification in the Area of Early Adolescent Language Arts. She has been honored as outstanding Middle Level Educator by Columbia Public Schools, Outstanding Partner Teacher in Missouri by the Missouri Council for Exceptional Children and a High Flyer Adjunct Instructor by the University of Missouri College of Education.

Linda looks forward to sharing time at the Teaching and Learning Conference with other Middle Level Educators!

Stacy Cooper is a native of Columbia, Missouri. Having graduated with a double major in elementary education and special education from Arizona State University and University of Missouri-Columbia, Stacy's had a wide range of classroom experiences within her 26 years of teaching ranging from 3<sup>rd</sup> graders to 12<sup>th</sup> graders, from struggling readers to gifted readers, and working with novice teachers to veteran teachers developing ways to improve student learning. A master's degree in administration from the University of Missouri-Columbia has helped Stacy facilitate the transition from being an elementary/ middle school classroom teacher to middle school literacy coach and finally to Reading Partnership Teacher in junior high and high school settings. Currently as a Reading Partnership Teacher, Stacy works beside teachers in special education settings helping to maximize the progression of reading and writing skills with a multitude of students with varied abilities. Stacy has shared her experiences and helped train teachers at the district level, with other districts in the state, and at the state level. Stacy is excited to present middle school literacy strategies to teachers this summer for the Department of Elementary Secondary Education.

## **Developing Collaborative Cultures for Professional Learning Communities**

Presenter—Catherine S. Bear, Ed.D.

*“Throughout our ten year study, whenever we found an effective school or an effective department within a school, without exception that school or department has been part of a professional learning community” – Milbrey McLaughlin.*

Schools that have made a decision to embark on the journey to developing themselves into professional learning communities often face a daunting task. Breaking the cycle of teacher isolation requires not only learning new skills, discarding ineffective yet comfortable practices, and accepting increased levels of responsibility and accountability, it also requires the development of deep trust among colleagues at all levels within the organization. This strand is designed for teachers and administrators who are committed to building within their schools a collaborative culture that recognizes the power of working together as educational professionals to ensure high levels of learning for all students. Participants will explore the conceptual framework of the Professional Learning Community model of school improvement espoused by Drs. Richard DuFour and Robert Eaker as a foundation for developing an effective collaborative culture that will meet the unique needs of their respective school communities.

Major topics included in this strand will be:

- Professional Learning Communities: The Cultural Shift
- Understanding and Successfully Navigating the Change Process
- Effective Structures to Foster Professional Collaboration
- What Effective PLC's Do Differently
- Building Leadership Capacity Within Your School: Effective Professional Development Models

Participants in this strand will form their own professional learning community within which to collaborate around issues that impact their schools. Role plays and collaborative problem solving around actual issues that have been faced by schools at various stages of their PLC journey will be used to help participants devise strategies to address similar issues within their own settings. Each participant and/or school team will conduct a self-assessment to better understand the progress of their own schools in building a collaborative culture focused on student learning. Time and guidance will be provided for each participant or team to apply what they have learned to develop action plans for moving their schools forward in their unique PLC journey.

Dr. Bear has spent 27 years in the field of education, serving in a number of roles. She taught elementary school for 12 years before moving into administration where she served as an assistant principal, principal, director of K-12 curriculum, assistant superintendent and director of elementary education. She is currently serving as an assistant professor in the Department of Educational Leadership at Maryville University in St. Louis, MO. In this capacity, she has taught masters level courses in staff observation, as well as doctoral level courses in curriculum, instruction and assessment; skills for data-driven leadership, and understanding the change process.

Dr. Bear has led building and district level efforts to develop the kind of high functioning collaborative culture that best supports student learning. The experiences gained from these efforts, in concert with a personal commitment to extensive professional development focused on the development and nurture of professional learning communities, has infused strong insight and a deep understanding of the challenges and possibilities inherent in this work.

Dr. Bear has been married to her wonderful husband, Mark, for 29 years. They have a daughter who attends graduate school in Chicago and a son who is a junior at Missouri State University, majoring in mathematics. The family resides in Weldon Spring, Missouri.

## **General Institute Information**

**Registration deadline is May 26, 2007**

### **Cost:**

*\$275 per person.* Teams of three or more from the same district receive a discounted rate of \$250 per person. Teams must consist of three or more from the same district, including an administrator.

LETRS Training *\$750 per person.* This fee includes all nine LETRS modules. These nine modules will be covered during Institutes I and II and the fall follow-up training meetings. **LETRS Training requires a separate registration form and space is limited.**

BIST Training *\$500 per person.* This fee includes both Institute I and II.

All registration fees include all institute materials: Day One buffet breakfast, lunch, and refreshments; Day Two buffet breakfast, lunch, and refreshments; and Day Three buffet breakfast and refreshments.

### **Lodging:**

Institute participants are responsible for **making their own room reservations.**

Those reservations can be made by contacting the Holiday Inn Select, 2200 I-70 Drive Southwest, Columbia, Missouri 65203, 573-445-8531. The room block will be held until May 1, 2007, so make your reservations early and to receive the group rate; tell the operator you are with the Teaching and Learning Institute when making your reservations.

Check in time: 4:00 p.m.

Check out time: 12:00 noon

### **Refund Policy:**

Registration fees will be refunded only if Donna Cash, Department of Elementary and Secondary Education, receives your **written** request by May 15, 2007. *Request made by phone cannot be accommodated.* Participants are responsible for payment unless registration is canceled in writing by May 15, 2007. **No refunds will be made after this date, but substitutions are welcome. No substitutions will be allowed for LETRS Training.**

### **Special Needs:**

The Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, age, sex, disability or veteran status in its programs, services or employment practices.

Anyone attending this institute requiring auxiliary aids or services must contact Donna Cash, Department of Elementary and Secondary Education at 573-526-5658 by May 15, 2007. Reasonable attempts will be made to accommodate special needs.

RELAY MISSOURI: 1-800-735-2966, TDD: or 1-800-735-2466, voice

**Questions?**

If you have questions about the 2007 Teaching and Learning Institute or need special arrangements, contact Donna Cash, Department of Elementary and Secondary Education, at 573-526-5658 or e-mail [donna.cash@dese.mo.gov](mailto:donna.cash@dese.mo.gov)



# Registration Form LETRS Training

**Institute I (June 18-20)**

**Institute II (June 21-23)**

**Registration deadline is May 26, 2007**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

County/District Code: \_\_\_\_\_ Building Code: \_\_\_\_\_

School District/Organization: \_\_\_\_\_

Home Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_ Summer Daytime  
Phone: \_\_\_\_\_

Summer E-mail: \_\_\_\_\_

## **Language Essentials for Teachers of Reading and Spelling (LETRS) Training** Institute I and II June 18-23, 2007

Nine module books included in registration fee.

Fall sessions: September 15, October 6, November 17  
Columbia, MO Holiday Inn Executive Center

### **Place a checkmark by the registration fee that applies:**

(Teams must consist of three or more from the same district, including an administrator.)\*

- \$750 Individual Registration Fee
- \$ 25 Additional Late Registration Fee – After May 26, 2007

### **Place a checkmark by the chosen method of payment:**

- Payment enclosed \$ \_\_\_\_\_ **Make check payable to Treasurer, State of Missouri**
- State Employee - Interagency Billing  
(do not request a check to be processed through your accounting system; provide the following information)  
Department Name \_\_\_\_\_ Amount to be Charged \$ \_\_\_\_\_
- Bill my organization (attached is my PO# \_\_\_\_\_)

### **Two ways to register:**

**Mail** completed form(s) with payment to: Teaching and Learning Institute, Donna Cash, 2<sup>nd</sup> Floor  
Department of Elementary and Secondary Education  
P.O. Box 480, Jefferson City, MO 65102-0480

**or Fax** completed form(s) with purchase order to 573-526-6698

**Confirmation notification will be sent by June 2, 2007**