



# 2010 Conference Scholar Presentations

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# Reflect, Inquire and Share, What Does This All Mean for Student Engagement?



James Han, Administration  
Singapore

How do we engage the engaged? That is an oft-asked question in Singapore schools. Student engagement is one key indicator of success in understanding and learning.

To be successful, students need to be engaged in their affective, behavioral and cognitive domains. Engaged students are often motivated, diligent and challenged in their thinking. Student engagement can be observed from student behavior in and out of the classroom.

In this session, we propose that the three processes of reflection, inquiry and sharing, through a well-planned curriculum design will help improve student engagement in all three domains.

We will showcase how the thematic integration of separate discipline-based curricula helps to deepen new understandings for students. We want our students to learn not just from doing, but from reflecting, questioning, and sharing with their peers.

We will share our school-based curriculum materials, lesson plans and students' work to illustrate our curriculum innovation.



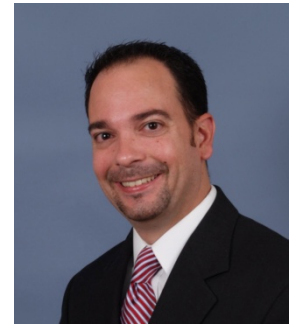
Tom Hoerr, Principal  
Missouri, USA

## Developing the Distributive Intelligence

Distributive intelligence means that our intelligence is not limited to what is inside our skin. It captures our ability to tap into resources around us, and looks at problem-solving in a very pragmatic way, with an emphasis on collaboration.

As the world changes and become more complex, Distributed Intelligence become more relevant. This presentation will review Multiple Intelligences, Emotional Intelligence, and Distributive Intelligence, and present ways that school leaders can develop their Distributed Intelligence.

# How to Help Your School Thrive Through Effective Leadership



John Gabriel, Principal  
Virginia, USA

Successful 21<sup>st</sup> century schools focus on equipping students with essential skills, but it's equally imperative that these schools spark the critical transformations of turning teacher into leaders and leaders into teachers.

Gabriel and Farmer, experienced educators, consultants and authors of “How to Help Your School Thrive” share how to support experienced teachers while also growing new leaders.

Specific topics include facilitating practical conversations concerning data, dealing with resistant behavior and establishing norms and expected behavior.



Ben Shuldiner, Principal  
New York State, USA

## How To Get All Of Your Students To Graduate

An interactive session, conducted by a high school principal and guidance counselor, presenting methods used to help students graduate from high school.

The High School for Public Service (where the principal and guidance counselor work) is an all minority, Title 1 school, located in Crown Heights, Brooklyn. The school has had over a 90% graduation rate for over the last two years. The presentation will elaborate on how the specific methods the school uses to get such a high graduation rate.

The participants will have a chance to ask specific questions concerning their schools. Participants will also leave the presentation with a packet of practical and easily implemented activities they can bring back to their schools to raise their graduation rates.

# Differentiating Teacher Evaluation and Evaluating Teacher Differentiation



Dan Weckstein, Principal  
Ohio, USA

In order to enculturate differentiation in a school/district, leaders must incorporate into their teacher evaluations the expectation that teachers differentiate instruction as well as grow in their professional understanding of differentiation. Additionally, leaders must model differentiation.

See how one district is differentiating its teacher evaluation tool and using it to evaluate teachers' use of differentiation in the classroom.

This multimedia presentation is interactive. Participants receive handouts, including copies of the evaluation tool.



Ben Shuldiner, Principal  
New York State, USA

## Mastery Work: Rethinking High School Grading and Assessment

The High School for Public Service (HSPS) an all-minority, Title 1 High School located in Crown Heights, Brooklyn, has created an entire new way to assess student learning.

By creating the “Mastery Work” protocol, students of HSPS are held accountable to clear and concise guidelines of performance. Since creating “Mastery Work” the number of students being promoted to the next grade level has reached over 95%.

“Mastery Work” also leads directly into credit recovery for students who have missed any work or time from school. The sessions will give schools the tools to incorporate “Mastery Work” into their grading policy.

# Language Arts Class Embraces 21<sup>st</sup> Century Skills through Collaborative and Global Projects



Alejandra Quaglia, Teacher  
Buenos Aires, Argentina

In this session, a Language Arts teacher and an IT Coordinator will show how to develop collaborative digital projects that can enrich the outcomes of any unit of study.

Presenters will provide educators with strategies to enable students to express themselves through a selection of web 2.0 tools such as wikis, blogs and online shared documents.

Participants will learn how these tools can be used effectively to enhance student learning, expanding the walls of the classroom both locally and globally.



Dana Paykos, Administration  
New Jersey, USA

# Understanding by Design meets Improving Student Learning: One Teacher at a Time

By blending the Understanding by Design (Wiggins, McTighe, ASCD) framework that functions as a powerful method to design learning units that honor acquisition, meaning and transfer of knowledge and skills, with the research-based strategies, daily instruction and classroom assessment methods outlined in Improving Student Learning: One Teacher at a Time (Pollack, ASCD), the presenter shows how his district has increased student engagement and learning.

By integrating the two models seamlessly, tweaking Stage III of UbD with the daily lesson framework of the Teaching Schema for Master Learners (GANAG) from One Teacher, teachers and administrators have improved communication regarding all students' needs and shown consistent gains in achievement.

# There is more to it than just Technology!



Patsy Pouiller, Principal  
Buenos Aires, Argentina

Teaming, collaboration, higher order thinking, social skills and building a sense of responsibility are some of the indispensable skills we cannot leave aside in the learning community.

This session will describe how Cooperative Learning Strategies increase student interaction in a second language, whilst developing 21<sup>st</sup> century skills.

The presenters, with other 25 years experience in bilingualism, will share evidence of how they have implemented these structures in an elementary classroom with an enthusiastic response from their students.



Doreen Knuth, Principal  
Iowa, USA

## Transforming the Role of the Principal through School Administration Managers

With increased accountability for student achievement it is critical that principals are effective instructional leaders; however data shows that nearly 75% of a building administrator's time is spent on management tasks.

In this session, we will present how to use a School Administration Manager (SAM) to redefine the role of the principal as an instructional leader. We will discuss how SAMs were incorporated, share our transformational journey and describe our results.

# What can a Special Needs Educator teach a Master Classroom Teacher?



Catherine MacDonald, Teacher  
Massachusetts, USA

Often times, we set up artificial boundaries between the world of elementary education, secondary education and then lastly, SPECIAL EDUCATORS. Differentiation has forced us to recognize that many of our Special Educators have been differentiating their strategies for years, and now that we, the classroom teacher, are learning about differentiation, so why not collaborate with the experts?

This session is led by two such collaborators: a former high school teacher and a current elementary/middle school Special Educator. They worked together in teaching a course for teachers K-12 in “how to differentiate your curriculum and assessments”.

They practiced what they believed in and both learned from the experience. This session will require your active participation in collaboration and fellow educators to learn even more about differentiation.



Joanne Eliuk, Teacher  
Ontario, Canada

## Shared Leadership in Action

Grounded in the principles of student voice and global education, Iroquois Ridge has been recognized by Maclean's magazine as one of the top schools in Canada for promoting student leadership and advocacy.

In this session, you will hear from the students themselves how they have designed and created a school environment that fosters the empowerment of student voice.

Through video, lecture and discussion with the students and their mentors, participants leave inspired, informed and with an action plan to empower the voice of their students

# Opening Doors- Building Connections: Impacting the Lives of At-Risk Students



Andre Potvin, Principal  
Ontario, Canada

What happens when the doors of an ethnically diverse inner city high school are opened to agencies, organizations and community groups with the purpose of impacting and changing the lives of at-risk students who are embedded in a cycle of poverty, crime and a lack of academic success?

Presenters will tell the story of how students are overcoming significant barriers and developing successful connections with the community through a creative and innovative after-school programs.



Ron Klemp, Administration  
California, USA

## An Instructional Sequence for Strategic Secondary Learners

Strategic learners who lag two to four years below grade level comprise some of the most significant challenges for secondary content teachers.

The instructional sequence presented here will detail how a content lesson can activate background knowledge, focus on fluency and utilize cognitive strategies and routines that can be internalized for students who face the challenge of confounding texts.

When we heighten their sense of efficacy in these three areas, motivation can also rise. The sequence can be applied to both informational and narrative text sequences. Attendees will receive examples to take back and use with their students upon their return to their classrooms.

# Developing a Standards Based Assessment Plan



Elizabeth Clark, Administration  
Washington State, USA

Assessments are an inescapable fact of life for teachers. This session describes a process for incorporating standards-aligned assessment as an integral party of classroom instruction.

Drawing from the work of Stiggins, Popham and Marzano, the discussion will focus on how to plan, create, schedule and use the results of formative and summative assessments.

Record keeping and alignment with standards based grading will also be addressed. Handouts include checklists, charts and examples.



Cheryle Gonzales, Principal  
Texas, USA

# Digital Natives, Going Wild with Technology

McKillop Elementary is a K-4 school in Melissa, Texas. We educate students in an educational environment that creates a joy for learning, a desire for academic excellence and a belief in instilling strong moral values.

This session is dedicate to showing the use of technology in the classroom to meet the need of today's digital learners. Students today are a new generation of learners that are accustomed to a fast pace of learning and will disengage if these needs are not met.

Karen Rose, 3<sup>rd</sup> grade teacher, Doug Valentine, Librarian, and Cheryle Gonzales, Principal, will share how technology reaches the curriculum, meets the needs of all learners and creates an environment where there are no limits for success.

We will share the use of different programs and Web 2.0, Wikis, Glogs, Blogs, Digital Portfolios, Claymation, Video, Moodles and more!

# Square Peg in Round Holes- Unleashing 21<sup>st</sup> Century Teacher Potential



Joe Semadeni, Principal  
Wyoming, USA

- Come discover how to put the square peg of accountability and improved student performance into the round hole of 21<sup>st</sup> Century public school reality.
- Fusion is a dynamic professional development model that releases the power of teacher expertise, ingenuity and collaboration.
- Fusion has motivated elementary and secondary teachers in a rural district to participate in over 6,000 peer observations and mastery of nearly 3,000 best practices.
- Learn how Fusion transforms ordinary teachers into extraordinary teachers.



Manal Alshannag, Teacher  
United Arab Emirates

## Differentiated Instruction in Action- A Private School Case in United Arab Emirates

This study aimed to investigate the effectiveness of differentiated instruction (DI) as a teaching strategy in Alsanawbar Private School (grades 1-9) in Al-Ain in United Arab Emirates (UAE).

In this ongoing study, which started 2 years ago, teachers of different disciplines (i.e. Arabic, Islamic Religion, English, Math, Science and computer) were trained to plan, teach and assess according to DI strategy.

A purposive sampling method was used in this study that appears to be representative of the population. The sample consisted of 15 teachers, 270 students and 91 parents. Data was collected via teacher designed lesson and unit plans, reflective teacher journals, teacher and student interviews and parent surveys.

It is hoped that by implementing DI strategy, students' learning and their leaning environment will improve significantly.

# The Generation Gap- Understanding Our Colleagues



Scott Herrmann, Principal  
Illinois, USA

What are they thinking? Often, this question refers to our colleagues, not our students. Diversity in schools can be more than ethnic and socioeconomic.

Our colleagues can easily span four generations. Along with age differences come differences in expectations, experiences and perceptions of professional roles and responsibilities.

These generational differences impact how we interact with our students and with each other. Through an interactive format, this session will explore these differences, and help participants to better understand others and bridge the generation gap.



Karl Topper, Teacher  
Colorado, USA

# Inquiry Based Science for Diverse Learners and the 21<sup>st</sup> Century Learner

The need for improving science learning opportunities for diverse learners is well-documented.

Participants will learn how to employ innovative inquiry based science which is rich in literacy and naturally differentiates to meet the diverse learner needs in elementary schools.

We will examine the key success parameters through modeling a science experiment with the audience, followed by examination of student work and critical teacher support.

A strong literacy component is embedded through science notebooks and nurtured creativity. Lessons learned are applicable to the entire K-12 learning continuum.

# Transforming the School Day- One School's Journey



Pat Fulcher, Administration  
Manitoba, Canada

Research points to the need of to improve nutrition and physical activity in children. Our commitment to the whole child, mind and body has led us to explore a reorganization of the traditional school day.

Our Balanced School Day consisting of three, one hundred minute teaching blocks and two extended nutrition/activity breaks, offers increased opportunities to meet all students' needs.

Join the conversation about our journey as we strive to achieve a balanced learning environment.



Michelle Neely, Teacher  
Texas, USA

## Civic Creativity- Connecting the Classroom and the World Through Research

The session will explore the disparity between what gifted students learn in class and how they apply their knowledge in the community.

Gifted students are often able to identify problems within the world through research. However, they are rarely challenged to use their research and gifts to creatively impact the community in which they live.

This session will identify how students can use research and talents to impact their community.

# Great Expectations for All Using Accommodations and Modifications



Lori Mora, Administration  
Arizona, USA

Assisting all students of varied skill levels to fully access the curriculum and demonstrate learning is the challenge faced daily by the general education teacher.

This session will provide an overview of the four main categories of accommodations which can be effectively utilized in classrooms to ensure successful learning for all students.

Participants will also be provided with a better understanding of how students with disabilities can be successful with grade level curriculum.



James Han, Administration  
Singapore

## Mathematical Sleuthing; Confident Problem Solvers in Mathematics

“I can’t do this! I’ve not been taught this before!” is an often heard tirade from our students, when attempting “difficult” mathematical problems. Why are our students so ready to give up, and show a lack of confidence when faced with a seemingly unsolvable problem?

This session showcases the results of a six-month study on the inclusion of deductive reasoning in an elementary school classroom to raise confidence in mathematical skills.

Metaphorically, it is hoped that by teaching them how to fish, or solve mathematical problems deductively, their confidence level is raised. The nurturing of confident learners will lead to the nurturing of problem-solvers who persevere throughout, a trait that is needed in our 21<sup>st</sup> century learners.

# Multiple Intelligences to Educate the Whole Child



Tom Hoerr, Principal  
Missouri, USA

The theory of multiple intelligences (MI) offers a pragmatic way to look at curriculum and student growth.

Using MI means that there are more pathways for students to learn and more opportunities for success.

Drawing on 20 years of experience using MI, this session will focus on implementing MI and student assessment through MI.