

Supporting Success Across the Curriculum

for Teachers and Administrators of Grades 4–10

Literacy in the Math Class • Assessment to Inform Instruction
Rich Math Tasks • Media Literacy: Learning for the 21st Century
Boys & Literacy • Metacognition • Engaging Students in Reading

March 25 & 26, 2010

Ambassador Conference Resort, Kingston, Ontario

Reaching Higher, Reaching Wider

CONFERENCE INFORMATION

FEATURING

Lucy West
Cris Tovani
Rachel Cooke
Paul Kropp
Trevor Brown
Carolyn Wilson

Thursday, March 25, 2010

Morning

8:30–9:30 Registration & Publisher's Display
9:30 Welcome
9:45 Keynote: **Lucy West**: Literacy in the Math Class

Noon–1:00 Lunch

Afternoon

1:00–3:15 Sessions (choice of one):

- **Lucy West**: Literacy in the Math Class—Continuing the Conversation
- **Rachel Cooke**: Metacognition—Thinking About Thinking!
- **Paul Kropp**: The Boy Problem in Language Arts...and What We Can Do About It

3:30 Social ~ Cash Bar ~ Publisher's Display

Friday, March 26, 2010

Morning

9:15 Keynote: **Cris Tovani**: So...What Do They Really Know?

11:45–12:45 Lunch

Afternoon

12:45–3:00 Sessions (choice of one):

- **Cris Tovani**: When Reading Is Hard: Why Students Need Strategy Instruction
- **Trevor Brown**: Developing Thinking in Mathematics
- **Carolyn Wilson**: Media Literacy, Active Citizenship and Social Justice: Bringing the World into the Classroom

Note:

Registration for afternoon sessions are by choice. Please adhere to room occupancy.

Lucy West

Lucy West has served New York City schools in a variety of roles from classroom teacher, curriculum developer, and assistant principal to teacher supervisor and Director of Mathematics Instruction for Community School District #2 (a district known nationally for its innovative and rigorous focus on instructional improvement). She participated in the creation of the Institute for Learning at the Learning Research and Development Center, University of Pittsburgh. Her best-selling title, *Content-Focused Coaching: Transforming Mathematics Lessons* is one of the products of that collaboration.

Ms. West's visionary ideas, coupled with the experience of successfully implementing them, have earned her recognition and professional partnerships beyond New York City.

Ms. West was one of a select group of mathematics educators sponsored by the National Research Foundation to attend a special session of the International Conference on Mathematics Education in Japan, where 20 of Japan's most esteemed educators met with 20 US counterparts for a week discussing and observing lesson-study and professional development, which led to explorations in lesson-study K-12 in math, science and literacy. From 1993 until 2003, she was an instructor for the Math Solutions series of professional development courses for Marilyn Burns Education Associates.

Ms. West has presented nationally and internationally for such organizations as ASCD, NSDC, NCTM, NCSM and EARLI. She has designed systemic and sustainable professional development for teachers, coaches and administrators across the United States and Canada, including the Ministry of Education in Ontario.

Her company, Metamorphosis: Teaching Learning Communities, Inc., is dedicated to helping districts design and enact effective professional learning initiatives that result in increased student learning through improved instruction.

■ Literacy in the Math Class

The development of language and the capacity to communicate orally and in writing are essential features of learning in all content areas. Sense-making is also at the heart of all learning. We will consider the “language of mathematics,” and consider how to use the processes from the field of teaching literacy to assist in the mathematics class. What strategies generate students' capacity to make sense of text and visuals in the mathematics classroom in order to reason, problem-solve, and communicate orally and in writing? How might instructional specialists, math and literacy coaches and building administrators assist teachers to cultivate more nuanced pedagogy, to improve student-learning through language development and writing in all content areas? This session will look at both the big picture and detailed examples of how to integrate the teaching of literate behaviors that promote learning in mathematics.

■ Literacy in the Math Class—Continuing the Conversation

This session will continue the work begun in the morning session. We will dive more deeply into the reading and writing of mathematics. We will consider the math textbook as a genre. What are the features of mathematics texts that assist and hinder deep, robust, student understanding of mathematics? What processes might teachers employ to develop student capacity to make sense of problems, graphs, tables, and other elements of a mathematics text? We will look at samples of student work and ask, “What kinds of oral and written feedback encourage students to upgrade their work and become powerful learners, able to see mistakes as stepping-stones to understanding?” We will explore effort-based, iterative processes that can be built into the learning cycle in order to develop resilience and self-management of learning.

Cris Tovani

Cris Tovani taught elementary school for ten years before becoming a high school reading specialist and English teacher. A nationally known consultant, she chooses to continue teaching high school students full-time. She has also worked for many years as a staff developer for the Denver-based Public Education and Business Coalition (PEBC), which has received national acclaim for its work in reading comprehension reform. Her book, *I Read It, But I Don't Get It*, and her new video series by Stenhouse, have helped thousands of teachers nationwide improve their instruction in reading comprehension.

Ellin Oliver Keene, author of *Mosaic of Thought*, says,

“Cris is a teacher of teachers as well as of kids. Building on research that clearly defines thinking strategies proficient readers use to comprehend, Cris shows how she has taught kids to probe more deeply, think more profoundly, reflect, and struggle for insight.

“Cris teaches us that kids of any age and background who are treated with respect, trusted to be brilliant, and shown how to be more proficient readers and writers, will dramatically surpass our highest expectations.”

■ So...What Do They Really Know? Using Formative Assessment to Inform Instruction

Students are bombarded with standardized testing. Often the information that these assessments provide is much too late for it to be useful to the classroom teacher. If educators are going to differentiate instruction, align curriculum, and grade authentically, alternative assessments are necessary. In this session, Cris Tovani will discuss how she uses formative assessments to help guide her planning, differentiate instruction, and hold students accountable for learning. Useful ideas will be shared that will allow teachers to “see” how students are thinking when they read.

■ When Reading is Hard: Why Students Need Strategy Instruction

As students progress through the grade levels, and classes become more rigorous, many adolescent readers struggle to keep up with assigned reading. For many older readers, finding enjoyment and satisfaction from reading is often difficult. In order for students to “get smarter” from their reading they need strategies to help them reengage with text when it become less than engaging. During this presentation, Cris Tovani will share anecdotes and work samples from her teaching of secondary students. With clarity they reveal funny, sad, and sometimes surprising perspectives about students’ lives as readers, demonstrating that there is no pleasure for readers who don’t “get it.”

Rachel Cooke

Rachel Cooke taught secondary school English (grades nine to Advanced Placement) and Ontario Secondary School Literacy Credit for nineteen years before becoming an Instructional Leader of English Literacy for the Toronto District School Board. In this role, she has developed school-based teacher initiatives that focus on practical teaching strategies and program development. Rachel is a creative advocate for metacognitive methods of instruction, assessment, and evaluation. She is also an indefatigable champion of inclusive and anti-oppressive curriculum and teaching.

■ Metacognition—Thinking about Thinking!

How do you teach metacognition explicitly? What does a metacognitive task look like?

This interactive workshop will provide you with the opportunity to explore the overall metacognitive expectations in the Language/English curriculum. You will be working with metacognitive classroom activities, strategies, and assessment approaches in all four strands.

Paul Kropp

Paul Kropp is a teacher, author, editor and well-known speaker on educational issues. He is the author of over 50 novels for adolescent and teen-age readers, as well as three books for parents, including *How to Make Your Child a Reader for Life*. Paul is best known for his books for struggling readers, and he is currently the senior author for High Interest Publishing, which publishes issues-based novels for students in Grades 4 through high school who have difficulty with reading. Paul has taught high school and university and continues to work with students and teachers on literacy issues.

■ The Boy Problem in Language Arts...and What We Can Do About It

Boys aren’t reading or writing as well as girls anywhere in the world. In this mostly entertaining presentation, Paul Kropp does a quick survey of the statistics and the larger psychological and

developmental factors that lie behind the problem. Then he presents ten ideas of what teachers can do in their schools and classrooms to even-up the gender disparity.

Trevor Brown

Trevor Brown is a well known friend and presenter in the mathematics community. His enthusiastic presentation style combined with his thought-provoking ideas label him a conference favourite. Trevor has contributed to many new mathematic publications including the textbook series from Pearson, *Mathematics Makes Sense*. He is currently an Associate Professor at Tyndale University College Trevor is also the editor of the OAME journal, *The Abacus*. Trevor is proof that there is no “tired” in “retired.”

■ Developing Thinking in Mathematics

What are some of the rich, appropriate tasks that we can give to all of our students that will enable them to think conceptually? In this session, we shall not only see how we can get all of our students to mathematize, but look at very practical strategies that can be used to involve all of our students in the process. As well, we will examine many proven engaging points of departure from all of the strands. Be prepared to think, be engaged and expand your thinking in mathematics.

Carolyn Wilson

Carolyn has received the Prime Minister’s Award for Teaching Excellence for her work in media literacy and global education. Author of the best-selling text book *Mass Media and Popular Culture, Version 2*, Carolyn is the President of the Association for Media Literacy and an Instructor at the Ontario Institute for Studies in Education (OISE), University of Toronto. Carolyn is also an education consultant in Media and Information Literacy for UNESCO. Carolyn is returning to Reaching Higher Reaching Wider this year, due to the demand from last year’s participants.

■ Media Literacy, Active Citizenship and Social Justice: Bringing the World into the Classroom

Given the increasing presence of the media in students’ lives—from the marketing of celebrities to the use of social media—it is clear that media literacy is essential for coping with our information-based society. It seems that, more than ever, we need the resources and the insights of media literacy to help our young people gain the knowledge and develop the values, attitudes and skills needed to be effective participants and active citizens in our world. What does this mean for educators today? Using relevant print resources and film and video clips, the workshop will explore what media literacy means for educators and for students. Teachers will be introduced to a number of strategies and resources for engaging students in media literacy, active citizenship and social justice.

Accommodations & Travel Information

Join us in Kingston, one of Canada's oldest yet liveliest cities.

The Limestone City is located at the eastern end of Lake Ontario at the source of the St. Lawrence River and the western gateway to the Thousand Islands. Enjoy Kingston's beautiful waterfront and its charming limestone heritage, with fabulous dining and shopping experiences.

Make sure to save time to visit the Royal Military College, Fort Henry, Queen's University, or take a walking tour of the many fascinating architectural highlights.

Kingston is easily accessible by train with connections to Ottawa, Montreal and Toronto; by car via the 401 or many secondary highways; and by air with regular connecting flights to Toronto.

While in Kingston, stay in one of the 251 deluxe guest rooms at the Ambassador Hotel & Convention Centre (headquarters for the conference). Services include complimentary outdoor parking, airport and train shuttle, plus a gift shop, hair salon, room service from 7 a.m. to 11 p.m. and same-day dry cleaning. Indoor recreation facilities include waterslide, pool, sauna, whirlpool, exercise centre and electronic games. For more information, or to make reservations, call or visit their website at www.ambassadorhotel.com.



Directions from Highway 401:

Take exit #613 and follow Sydenham Road South until you reach the first set of lights. Turn left onto Princess Street. The Ambassador Hotel is located on the right, just after the overpass (1550 Princess Street).

Ambassador Hotel Room Rates

\$105.00 + taxes

Reservations :1-800-267-7880

Conference Registration

Please register online at www.eosdn.on.ca.

Click on the [Reaching Higher Conference Page](#) and follow the link to www.eplc.ca/eregistration/eregistration.html.

If you've never used eplc.ca to register for a professional learning event, you will be asked to set up an account at no cost to registrants.

For more in-depth registration instructions, click on the [How do I register for the RHRW Conference?](#) link on the same page.

All fees are due before the event. Registration fee includes conference materials, continental breakfast, refreshments, and lunch. NOTE: A \$10 administration fee will be applied to all cancellations. Refunds will be issued through EOSDN.

You will have the choice of paying by cheque or by credit card. If you intend to pay by personal cheque please note that your registration will not be confirmed until your cheque has been received. Cheques are payable to EOSDN and should be mailed to:

EOSDN Reaching Higher Reaching Wider
Faculty of Education, Duncan McArthur Hall, Room B137A
Queen's University
Kingston, ON K7M 5R7

Conference Fees

(including G.S.T.)

| | Price | Deadline |
|--|----------------|---------------|
| <input type="checkbox"/> EOSDN Member* Early Bird Rate | \$275.12 | Feb. 4, 2010 |
| <input type="checkbox"/> Non-member* Early Bird Rate | \$308.04 | Feb. 4, 2010 |
| <input type="checkbox"/> EOSDN Member* Regular Rate | \$296.73 | Mar. 18, 2010 |
| <input type="checkbox"/> Non-member* Regular Rate | \$329.65 | Mar. 18, 2010 |

The Eastern Ontario
Staff Development Network

Reaching Higher Reaching Wider

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