

SUMMER
INSTITUTES

2009

Brenda J. Hodges
Superintendent of Schools

Mansfield Public Schools



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REGISTRATION
INFORMATION

- 1. PLACE A CHECK MARK BESIDE SUMMER INSTITUTE OF YOUR CHOICE.**
- 2. Send Registration Forms to: JANET QUINN, Central Office. Register by June 22, 2009.**
- 3. The program presenter will notify you, prior to the close of school, of a brief meeting to be held for setting dates, unless already noted.**
- 4. PDP CERTIFICATE: PDP certificates will be awarded upon the completion of Summer Institutes. These are for your individual professional portfolio.**
- 5. ALL LOCATIONS will be in Mansfield. Specific rooms will be designated by the presenter.**

REGISTRATION FORM

Dates and times of each institute will be determined by participants at a preliminary meeting facilitated by the presenter(s) before the close of school.

DIRECTIONS: Place a check next to the institute(s) of interest to you.

ENGLISH LANGUAGE ARTS

- Identifying Open Response Questions
- Differentiating Instruction using Reading Street
- Writing Curriculum Map for Grade 4
- Supporting Student Writing & thinking in Response to Scott Foresman Selections.
- Continued Revision of Writing Sample Program

MATHEMATICS

- Devising Problem Solving Activities to Promote Analytical Thinking
- Discovery Algebra With TI-Nspire
- Getting Started with the TI-Navigator
- Bridging the Gap

NAME: _____

SCHOOL: _____

PLEASE EMAIL OR SEND REGISTRATION FORM TO
JANET QUINN AT THE CENTRAL OFFICE BY JUNE 22, 2009

MANSFIELD PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT PLAN 2000
TYPES OF OPPORTUNITIES TO BE OFFERED

- I. **Professional Improvement:** Staff members will be invited to design and deliver workshops for the purpose of strengthening teaching and learning within the current programs and initiatives offered in the system. The system will offer such events outside of the regular school hours.

Payment: PDP's will be provided to all participants and instructors/presenters per the new recertification guidelines distributed in May, 2000. The instructors/presenters will receive financial payment of \$35.00 per *delivery hour* for the responsibility of planning and delivering the professional development event and maintaining the necessary records.

- II. **Curriculum Writing:** These professional development events would typically be initiated by the school system. They would entail bringing the appropriate staff members together to develop a curriculum document. Such documents might be needed to accompany new state frameworks, new courses, extended programming. An *official curriculum* document would result from this work which would be added to the Professional Library and distributed to the appropriate staff members.

Payment: Both participants and presenters would be paid and receive PDP's. Payment for the presenters will be \$35.00 per *delivery hour* for the responsibility of planning and managing the curriculum writing and maintaining the necessary records. Payment for the participants will be \$20.00 per hour.

- III. **Program Coordination:** These events could be initiated by the system but most likely will come from the teaching staff. The work would entail further coordination of programs allowing teachers to share how they have implemented a unit, chapter or topic; what worked well, what didn't work, and how to make the planning and teaching more successful for colleagues who are using the same program. Such work would not need a formal presenter/instructor but would be advised by a curriculum person.

Payment: Participants would be paid \$20.00 per hour for the time spent outside of the regular school day and earn PDP's as defined in the Recertification Guidelines distributed in May, 2000.

- IV. **Credited Courses:** These would be courses offered for graduate credit and typically delivered in affiliation with an accredited college or university.

Payment: Participants would be required to pay tuition and would earn graduate credits.

This professional Development Plan was developed by the Curriculum Leadership Team and approved by the School Committee in the fall of 1999.

**ENGLISH
LANGUAGE
ARTS**

ENGLISH LANGUAGE ARTS

Identifying Open Response Questions

PRESENTER: Anne Kirk

TARGET GROUP: Fourth Grade Teachers and Special Educators

DATES/TIMES: TBD

APPROXIMATE # OF HOURS: 10 Hours Needed

APPROXIMATE # OF PARTICIPANTS: 16

Identify Curriculum Framework Learning Standards to be addressed:

19.12 Write a brief interpretation of explanation of a literary or informational text using evidence from the text as support.

23.4 Organize ideas for a brief response to a reading.

Purpose:

To Identify an open response question for each selection in the Reading Street anthology, and develop a sample answer sheet for each question to facilitate the scoring of the open response.

ENGLISH LANGUAGE ARTS

Differentiating Instruction using Reading Street

PRESENTER: **Stephanie Manning**

TARGET GROUP: **Grade 3-5 Classroom Teachers & Specialists**

DATES/TIMES: **September 1st & 2nd ~ 8:30 – 12:30**

Identify Curriculum Framework Learning Standards to be addressed:

ELA Curriculum Frameworks Standards 7 & 8

Purpose:

To Develop an understanding of the new reading model at JJ and how the Scott Foresman, Reading Street Program will be used to differentiate instruction in the small group setting.

ENGLISH LANGUAGE ARTS

Writing Curriculum Map for Grade 4

PRESENTER: Anne Kirk

TARGET GROUP: Fourth Grade Teachers and Special Educators

DATES/TIMES: TBD

APPROXIMATE # OF HOURS: 5 Hours Needed

APPROXIMATE # OF PARTICIPANTS: 16

Identify Curriculum Framework Learning Standards to be addressed:

19.9 Write stories that have a beginning, middle, end and contain details of setting.

19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail.

23.3 Organize plot events of a story in an order that leads to a climax.

23.5 Organize ideas for an account of personal experience in a way that makes sense.

Purpose:

To develop a fourth grade writing curriculum map for the 2009-2010 school year that includes lessons from the Empowering Writers program as well as Reading Street to enhance student writing.

ENGLISH LANGUAGE ARTS

Supporting Student Writing and Thinking in Response to Scott Foresman Selections

PRESENTER: Shannon O'Brien & Beth Robinson

TARGET GROUP: Grade 5 Teachers

DATES/TIMES: August 3, 4, 6 2009

APPROXIMATE # OF PARTICIPANTS: 6

Identify Curriculum Framework Learning Standards to be addressed: -

Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
Standard 12: Fiction	Students will identify, analyze and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
Standard 13: Non-Fiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structures, and elements of poetry and provide evidence from the text to support their understanding.
Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.

Purpose:

To write open response questions and develop graphic organizers to be used in conjunction with main selections of Reading Street for the purpose of bringing consistency to writing experiences.

ENGLISH LANGUAGE ARTS

Continued Revision of Writing Sample Program

PRESENTER: Cindy Carli

TARGET GROUP: High School English Teachers

DATES/TIMES: September 2, 2009 ~ 9am – 1pm

APPROXIMATE # OF PARTICIPANTS: 6

Identify Curriculum Framework Learning Standards to be addressed:

The institute will primarily focus on ELA frameworks 19, 20, 21, 23

Purpose:

To Review the present writing curriculum and writing sample program for grades 9, 10, and 11 in order to adjust to the demands of the new schedule changes.

- To determine the types of writing prompts necessary for the yearlong and two term trimester curriculum delivery.
- To write the prompts for each term.

MATHEMATICS

MATHEMATICS

Devising Problem Solving Activities to Promote Analytical Thinking

PRESENTER: Carolyn Bourget

TARGET GROUP: Grade 3 – 5 teachers

DATES/TIMES: TBD

Approximate # of Participants: 12 - 15

Identify Curriculum Framework learning standards to be addressed:

- Number Sense and Operations
- Patterns, Relations, and Algebra
- Geometry
- Measurement – Data Analysis, Statistics, Probability

Purpose:

To devise problem-solving activities to go along with the Everyday Math Program. Each problem will be accompanied by an answer. The student then must analyze the answer to determine if it is reasonable. This type of problem solving activity is in response to a weak area in math that the 6th grade math teachers have observed in students. They come up with an answer, however, the students do not determine if it is reasonable or not. By providing an answer to the problem, the student must take it a step further to analyze it to see how reasonable it could be. Higher level thinking skills are being utilized.

MATHEMATICS

Discovering Algebra with TI-Nspire

PRESENTER: Christine Kalinowski

TARGET GROUP: Middle and High School Mathematics Teachers

DATES/TIMES: August 17th ~ 8:00 – 3:00

APPROXIMATE # PARTICIPANTS: 6-8

Identify Curriculum Framework Learning Standards to be addressed:

Massachusetts Mathematics Curriculum Frameworks

Purpose:

To demonstrate to teachers how the TI-Nspire calculator can be used to instruct and assess student learning in mathematics. Teachers will develop lesson supplements that incorporate the use of TI-Nspire technologies.

MATHEMATICS

Getting Started with the TI-Navigator

PRESENTER: Christine Kalinowski

TARGET GROUP: High School Mathematics Teachers

DATES/TIMES: August 24th ~ 8:00 – 3:00

APPROXIMATE # PARTICIPANTS: 4 - 6

Identify Curriculum Framework Learning Standards to be addressed:

Massachusetts Mathematics Curriculum Frameworks

Purpose:

To Demonstrate to teachers how the TI-Navigator system can be used to change your classroom into an interactive learning environment. Teachers will develop lesson supplements that incorporate the use of the TI-Navigator classroom learning system.

MATHEMATICS

Bridging the Gap

PRESENTER: Christine Kalinowski

TARGET GROUP: Middle School Mathematics and Sub-Separate Teachers

DATES/TIMES: June 25th & June 26th ~ 7:30am – 12:30pm

APPROXIMATE # PARTICIPANTS: 4 - 6

Identify Curriculum Framework Learning Standards to be addressed:

Massachusetts Mathematics Curriculum Frameworks

Purpose:

To develop a curriculum document that reflects the focus of the Major Topics of School algebra as addressed in the 2008 National Mathematics Advisory Panel Final Report as well as the NCTM Curriculum Focal Points. In-depth discussions will center on bridging the many “gaps in the current understanding of how students learn algebra and the preparation that is needed before they enter Algebra.”