

# Shrewsbury 2018 Summer Institute

*In Collaboration with the Westborough Public Schools*



# *Shrewsbury High School* *2018*

*June 25-28,*

All courses are eligible for 3 in-district credits and tuition reimbursement. They include 8 hours of work online, 3 days of instruction, and one Collaboration/Work day.

Each Course is \$360 with breakfast and lunch included.

## **Registration Information**

Shrewsbury Public Schools: Register through [Shrewsbury PD](#) starting on 3/26/18. All other districts: Register [Here](#) - a confirmation will be sent to you

### **2018 Summer Institute Schedule and Important Dates**

<b>Dates</b>	<b>Activities</b>	<b>Times</b>
<b>April 2, 2018</b>	Registration opens	
<b>April 30, 2018</b>	<u>Payment due:</u> Shrewsbury Public Schools, 100 Maple Ave., Shrewsbury MA 01545	
<b>May 2018</b>	Online Pre-Institute Session 1	Approximately 4 hours
<b>June 2018</b>	Online Pre-Institute Session 2	Approximately 4 hours
<b>June 25-27</b>	Breakfast and Conversation	8:00-8:30
	Keynote Speaker	8:30-9:15
	Morning Course sessions	9:30-12:30
	Lunch & Conversation	12:30-1:00
	Afternoon Course sessions	1:00-3:30
<b>June 28th</b>	Breakfast and Conversation	8:00-8:30
	Keynote Speaker	8:30-9:15
	Collaborative Work Time (with lunch available from 12:30-1:30)	9:30-2:45

	Course sharing sessions Conclusion of Institute	2:45-3:30
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Course	Audience	Presenter(s)
Communication & Relationship Building in 21 <sup>st</sup> Century Public Education	PreK-12	Joe Sawyer Superintendent <i>Shrewsbury Public Schools</i>
Personalized Learning: Pathways, Progressions and Blended Learning Environments	PreK-12	Tom Driscoll EdTech Teacher Instructor
Differentiating Instruction Through Technology: One Key to Student Success	PreK-12	Rosey McQuillan EdTech Teacher Instructor
Mindfulness in the Classroom	PreK-12	Erin Woo, Instructor  UMass Center for Mindfulness
Cultural Understanding and Equity in Schools	Pre K-12	Maeve Hitzenbuhler, ELL Director & Ruchi Khanna, Elementary Special Needs Teacher <i>Westborough Public Schools</i>
The Inclusive Classroom: High Expectations Learning By Design	PreK-12	Allison Posey, CAST Joe Barca, WPS Paton's Co-teaching Team, SPS
Teaching Diverse Learners: Supporting Students with Anxiety, Executive Function and Sensory Processing Needs	PreK-12	Jessica Minahan David Nowell Loubaina Buxamusa, SPS
The Responsive Classroom	PreK-4	Jennifer Flemming and Camille Viscomi, Certified <i>Responsive Classroom</i> Trainers, SPS
An Exploration of Readers' Workshop	PreK-2	Elizabeth Berry, ELA Coordinator <i>Westborough Public Schools</i>
An Exploration of Readers' Workshop	Grades 3-6	Stephanie Nephew, ELA Coordinator <i>Westborough Public Schools</i>
A Deep Dive into Science Practices: Modeling, Argumentation, and Explanation	Grades 3-8	Rebecca Katsh-Singer, Science Curriculum Coordinator <i>Westborough Public Schools</i>

Moving Toward Higher Proficiency with the ACTFL Core Practices	Grades 5-12	Joshua Cabral
Assessment Methods for Foreign Language Proficiency	Grades 5-12	Sara Honig, Director of Foreign Language, SHS
Exploring Mathematical Modeling in Secondary Math	Grades 7-12	Jean Marie Johnson, Director of Mathematics at SHS
The Expanding Canon: Teaching Multicultural Literature in the High School Classroom	Grades 9-12	Liza Trombley, Director of English at SHS
Exploring the MA History and Social Sciences Frameworks	Grades 9-12	Jenn DiFrancesca, Director of Social Sciences at SHS

All courses are eligible for 3 in-district credits and tuition reimbursement. They include 8 hours of work online, 3 days of instruction, and one Collaboration/Work day.

## Communication & Relationship Building in 21<sup>st</sup> Century Public Education

*Joseph M. Sawyer, Ed.D.    Superintendent of Schools, Shrewsbury Public Schools*

Never before have educators had more tools and opportunities available to communicate and learn, yet the volume and pace of digital information flow have created significant stresses and challenges as well. In this course, participants will learn about the importance of and strategies for building strong relationships with students, families, and colleagues, including how to utilize different communication tools and approaches to do this important work.

This course is designed to help any educator, regardless of role, become more effective and influential by enhancing communication and relationship-building skills. By the end of the Summer Institute, participants will have completed a project that will enable them to successfully apply what they have learned in their professional practice in the coming year(s).

This is a three-graduate credit course and will include 6 hours of online work prior to the start of the Summer Institute. While the core text and complementary sources have not yet been selected, since this is a graduate course there will be outside reading expected as part of the pre-institute work as well as during the institute.

Please note: Participants in this class will have their Collaboration / Work day on Wednesday, June 27<sup>th</sup>

### Course Leader:

**Joe Sawyer** is currently completing his ninth year as the Superintendent of the Shrewsbury Public Schools. Sawyer is in his 24th year as a school leader, including 21 years in Shrewsbury, where he has served as an elementary assistant principal and principal, a middle school principal, assistant superintendent, and superintendent.

# Personalized Learning: Pathways, Progressions and Blended Learning Environments

*Tom Driscoll   EdTech Teacher*

The promise and potential of personalized learning has gained considerable momentum across K-12 education, but what does this complex set of ideas and instructional approaches actually look like in practice? Throughout this three day course, participants will take a deep dive into the rapidly emerging concept of personalized learning and its role in transformative education. Through an examination of current research and practical examples from across the nation, participants will identify key elements of personalization and how these approaches can advance learning for all students. Some ideas explored will include: dynamic learner profiles, flexible pathways and progressions, learner agency, and blended learning environments that support personalization.

Participants will then engage in hands-on simulations and design challenges that will help them effectively implement personalized learning in their classrooms and schools. During these activities, we will examine how personalized learning shifts educator practices and explore practical strategies that help teachers develop the knowledge and skills necessary to thrive in these modern learning environments. We will also explore ways to scale effective classroom implementation across schools with strategic leadership actions, such as applying personalized learning principles to professional learning opportunities for all staff. Participants will leave the institute with a firm grasp of personalized learning along with practical takeaways that they can readily implement in their educational settings.

## Course Leader:

**Tom Driscoll** is the Digital Learning Director for the Bristol Warren Regional School District and an instructor at EdTechTeacher. Follow him @Mr\_Driscoll. As a Director of Digital Learning (BWRSD), EdTechTeacher Instructor, authorized Google for Education Trainer, author and speaker, Tom is recognized nationally as a leader in helping teachers, schools and districts transform teaching and learning with technology. Tom's career in education began by teaching high school social studies for eight years in Connecticut. While teaching, he explored emerging instructional design models through his graduate research at Columbia University. As he applied the Flipped Classroom approach, Tom began writing and speaking nationally about his practical experiences teaching and iterating blended learning models. During this time, Tom authored chapters for several instructional technology books, including the ISTE publication "Flipped Learning: Gateway to Student Engagement." He has also contributed to multiple articles on media outlets such as EdSurge, EdTech Digest, CUE Blog, and the New York Times.

In 2015, Tom became Digital Learning Director for the Bristol Warren Regional School District in Rhode Island where he has helped lead several key aspects of the district's digital learning transformation. As an EdTechTeacher instructor, Tom has extensive experience working with educators across all grade levels and content areas. Topics of particular interest and expertise include personalized learning and digital learning leadership. As an authorized Google for Education Trainer, Tom also has experience helping educators leverage G Suite for Education to amplify effective teaching strategies. Tom holds a Master's Degree in Computing in Education from Teachers' College, Columbia University and a Bachelor's Degree in History from Vassar College, where he was a Captain of their NCAA basketball team.

# Differentiated Instruction thru Technology: A Key to Student Success

*Rosey McQuillan      EdTech Teacher*

Fostering a growth mindset is more than implementing a curriculum- it's changing how we think while creating a classroom culture that promotes growth in all children. In this workshop, educators will explore how technology can be leveraged to facilitate differentiation and foster the development of a growth mindset in students.

Differentiation is not a one-size-fits-all solution; rather, it is a flexible approach to teaching in which educators actively plan for the differences in their students. The goal is for students to be able to effectively learn, see themselves as learners and take ownership for their learning. By utilizing technology to differentiate instruction, teachers can better ensure they are promoting a growth mindset in their students.

During this hands-on workshop, participants will explore a variety of sites, tools and apps in order to leverage technology and scaffold student learning. In particular, we will focus on how technology can support teachers in differentiating: content (what students learn), the process (how students learn), the product (how they demonstrate their learning) and the environment (where and with whom students learn) in their classrooms.

## Course Leader:

**Rosey McQuillan** is an Assistive Technology Specialist and an Instructor for EdTech Teacher with over 30 year of teaching experience. She works directly with students and educators to make curriculum accessible to all learners and provides opportunities for students to demonstrate what they know. As an Assistive & Educational Technology Consultant, Rosey continues to design and deliver a wide variety of professional development workshops and graduate level courses for Pre-K-12 teachers that demonstrate how technology integration and differentiated instruction can be integrated into a student's daily learning environment.



# Mindfulness in the Classroom

*Erin Woo* the Center for Mindfulness in Medicine, Health Care and Society at the University of Massachusetts

Mindfulness in the Classroom is designed to support teachers in cultivating a wide range of personal and professional qualities such as focus, resilience, calmness, well-being and the ability to respond more skillfully to the inherent stressors and complexities of life and work. Participants will have an opportunity to integrate mindfulness into their lives, optimizing their ability to step out of conditioned stress reactivity and access innate capacities to respond to whatever arises with more ease and effectiveness. Specific topics to be covered include managing attention, the power of perception, habitual conditioned reactivity and how mindfulness can interrupt these deep patterns, stress physiology, developments in neuroscience and mindful listening and communication.

From the base of a personal mindfulness practice, participants will explore tools, strategies and the embodied presence necessary to integrate mindfulness into the classroom. Mindfulness complements social and emotional learning practices, skills and outcomes as it promotes stress management, emotional well-being and cognitive performance in both teachers and students. Both teachers and students will benefit from this.

## Course Leader:

**Erin Woo, M.Ed.**, is a Mindfulness-Based Stress Reduction (MBSR) teacher and on the Adjunct Faculty in Corporate and Community Programs at the Center for Mindfulness in Medicine, Health Care and Society at the University of Massachusetts Medical School, where she specializes in designing and leading mindfulness programs for educators. She transitioned into teaching in 2005 when she left her career as an architect to found and direct White Pine Montessori School. She discovered mindfulness at the core of the magic of Montessori education. This caused her to seek training through the Mindfulness in Schools Project a Mindful Schools as she began offering mindfulness programs to students in area elementary, middle and high schools, and in due course to teachers as well.

Erin is a Guiding Teacher in the Year-Long Certification Program at Mindful Schools where she works closely with several cohorts of teachers in cultivating their mindfulness practice and learning how to bring it into their classroom settings. At NHTI Community College she is an adjunct professor of English and teaches a mindfulness-based communications course. Erin leads weekly meditation groups in her community and online.

# Cultural Understanding and Equity in Schools

*Maeve Hitzenbuhler & Ruchi Khanna, Westborough Public Schools*

In this class participants will engage in self-exploration and reflect upon personal attitudes and beliefs about cultural inclusiveness. Part of the work will include examining cultural misconceptions while we explore equity, privilege, and power. Participants will develop an understanding of how to apply the cultural proficiency model to better serve our culturally and linguistically diverse students. Be prepared to engage in courageous conversation as we develop skill sets designed to support our rapidly changing demographics.

Excerpts will be taken from the following texts:

- Lisa Delpit, Other People's Children: Cultural Conflict in the Classroom
- Claudia Rankin, Citizen
- B. Daniel -Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria
- Debby Irving, Waking Up White
- Tim Wise, Speaking Treason Fluently, Anti-Racism Reflections
- Zaretta Hammond, Culturally Responsive Teaching and The Brain

The course will also include film clips and other interactive activities.

## Course Leaders:

**Maeve Hitzenbuhler** has served as a tenant and community organizer in Louisiana, Mississippi, and New York City. She served as high school humanities teacher and principal in Harlem and the South Bronx New York City, Puerto Rico, Peru, Israel and school districts in Massachusetts. She has been awarded Fulbrights to: India, Morocco and Tunisia, Thailand and Vietnam, in addition to an NEH to Oaxaco, Mexico. She sits on the town of Westborough Diversity Committee and serves as English Language Learner Director Grades PK - 12 at the Westborough Schools.

**Ruchi Khanna** is a special education teacher at Armstrong Elementary School. Before moving to the United States, Ruchi worked as an art designer with artisan organizations. She has also taught in India, and worked with students with visual impairments at the Delhi School for the Blind. Ruchi received her Masters in severe special needs education from Simmons College. In the past seven years, Ruchi has served on the Diversity council across four different Westborough schools. Ruchi has been working to marry her Indian cultural roots with the American culture to better serve students and parents in the Westborough community.

# The Inclusive Classroom: High Expectations Learning By Design

This course will bring together three different presenters who will each focus on key components of inclusive practice, with an emphasis on effective models of co-teaching.

## 6/25: Designing Instruction for All Learners

Allison Posey

We know that there is tremendous variability in our students and it can be daunting to design learning experiences that meet the needs of all learners. Universal Design for Learning (UDL) is a framework that enables educators to remove barriers in the design of the learning environment so that all learners can achieve expert learning skills and strategies that extend beyond the classroom. In this session, we will discuss connections between the brain science of learning and classroom practice and share practical strategies to design environments so all learners can engage in rigorous learning.

Brain science confirms what educators know: emotions are essential for learning! How can we design learning experiences for emotion- in a way that engages students in challenging learning experiences and beyond fun hooks and rewards? Join in this session conversation, where we will discuss how we can engage the brain, to design for learning that taps into the power of emotion. We will leverage Universal Design for Learning (UDL) as a tool that can support social-emotional learning and discuss strategies that educators can implement tomorrow.

**Allison Posey** is a UDL curriculum and design specialist at CAST, a non-profit in Boston that works to ensure that all learners have access to high level learning opportunities. She has a background in Mind, Brain, and Education and focuses on the central role of emotion for learning, including effects such as stereotype threat. Prior to her work at CAST, she was a high school biology, psychology, and genetics teacher.

## 6/26: Co-Teaching: What “it” is- and isn’t:

Joe Barca

If you’ve heard the term ‘co-teaching’ and wondered just exactly what it meant, you’re not alone. Participants in the course will leave this session with a clear understanding of what co-teaching looks like in action. More to the point, educators that take this course will come to understand why co-teaching is such a powerful approach to closing the achievement opportunity gap for students. You’ll learn how to prepare to co-teach, what it takes to schedule student supports effectively, and hear from an educator in the field about the powerful difference co-teaching has made in Westborough.

**Joe Barca** is a middle school teacher at Sarah Gibbons Middle School. He has taught English for the last 20 years and has served as the Department Chair for the past 10 years. Currently, he is the 7/8 Co-teaching/technology Instructional Coach at Gibbons. He began co-teaching four years ago and works with the district consultant to provide co-teaching professional development.

## 6/27: Advice from the Field: Pragmatics of Co-teaching

Paton School Educators

In this session six educators from the co-teaching team at Paton School in Shrewsbury will share insights, best practices and results from their first year of implementation.

**Dan Campbell, Nicole Cormier, Colleen Kalagher-Travaglio, Wendy Moran, Melissa Newell and Keri Warwick** teach at the Walter J. Paton Elementary School in Shrewsbury. They are a skillful group of classroom teachers and special educators, collaborative practitioners and strong advocates for inclusion.

# Teaching Diverse Learners

## Supporting students with Anxiety, Executive Functioning, and Sensory Processing Needs

This course will bring together three different presenters who will each focus on supporting students who struggle with Anxiety, Attention, and Sensory Processing challenges.

### 6/25: Reducing Anxiety in the Classroom: Jessica Minahan

Participants will come to understand key concepts, including the essential principals of behavior, under-developed skills associated with anxiety and the principles of self-regulation. We'll also explore why some students seek negative attention and why breaks may not be helpful and how to change that. As a result participants will develop an understanding of the impact of anxiety on behavior and learning. Attendees will also learn about the 10 questions to ask prior to prescribing a strategy or an intervention, how to dissect transitions to reduce oppositional behavior as well as how best to teach initiation, persistence, and help-seeking skills to reduce negative thinking and work avoidance.

**Jessica Minahan** is a licensed and board-certified behavior analyst (BCBA), author, special educator, and consultant to schools internationally. Since 2000 she has worked with students who struggle with mental health issues and challenging behavior in public school systems. She specializes in training staff and creating behavior intervention plans for students who demonstrate explosive and unsafe behavior. She also works with students who have emotional and behavioral disabilities, anxiety disorders, or high-functioning Autism. Her particular interest is to serve these students by combining behavioral interventions with a comprehensive knowledge of best practices for those with complex mental health profiles and learning needs.

### 6/26: Addressing Sensory Processing Challenges : Loubaina Buxamusa

Designed for regular education and special education teachers as well as for related service providers and paraprofessionals, this component aims to help educators gain a functional understanding of children who demonstrate sensory integration dysfunction. Students with this, often hidden but very real disability, struggle with learning and with self-regulating their behavior. Participants will discover why some children slump in their seats, fall out of their chairs, bump into objects, engage in self-stimulating behaviors, hold a pencil too tightly, or seem inattentive to their surroundings. Strategies to help students self-regulate so as to make the teaching-learning process more effective will be explored.

**Loubaina Buxamusa, M.Ed.,OTR/L** is the lead occupational therapist for the Shrewsbury Public Schools. Her varied and extensive background as a pediatric therapist includes presenting numerous workshops, trainings, and graduate courses on sensory processing to parents, educators, paraprofessionals and Head Start programs. She is currently pursuing doctoral studies in occupational therapy, and her research involves examining the role of technology in addressing motor skill performance in children with self-regulation challenges and weak eye-hand coordination.

### 6/27: Willpower, Procrastination & Self-Regulation: David Nowell

At present, an enormous gap exists between brain research of the past decade (what we currently know) and current clinical practice (what we currently do). How can recent research about neuroplasticity and willpower depletion practically impact our work with clients and students? Join Dr. David Nowell for this fast-paced and interactive training, and acquire specific strategies and applications which you can implement for immediate results with even your most challenging clients and students. Self-control is mentally fatiguing – it's hard work. This workshop offers clinical tools for supporting will power and for empowering clients in taking ownership of decision-making, time-management, and mood regulation.

**David D. Nowell, Ph. D.** is a licensed clinical neuropsychologist returning to Shrewsbury again this year. Last year he spoke at the Summer Institute about effective ways to support students with Attention Deficit issues. Dr. Nowell is a renowned presenter. He travels widely in order to speak to and consult with educators in the United States and abroad.

# Responsive Classroom

*Jennifer Flemming and Camille Viscomi, Shrewsbury Public Schools*

Welcome to the **New and Improved *Responsive Classroom*!** This is a new offering from Center for Responsible Schools. In this course you will become a more effective teacher by learning research-based strategies that lead to:

Engaging academic instruction  
Better classroom management  
Positive learning communities

This interactive, highly practical course gives classroom and special area teachers everything needed to start using core Responsive Classroom teaching practices including, Teacher Language, Interactive Modeling, and Academic Choice. This course will close at 20 participants.

## Course Leaders:

**Jen Flemming** has taught at the Elementary level in the Shrewsbury District for 21 years at several different grade levels. She has been a trained *Responsive Classroom* Consultant for ten of those years. She currently teaches second grade at Coolidge School.

**Camille Viscomi** Camille Viscomi has taught in the Shrewsbury District for 20 years and has been a trained Responsive Classroom Consultant for eleven years. Currently she is teaching first grade at Paton School. She has mentored several teachers in Shrewsbury and has been a cooperating supervisor for student teachers from Lesley College, Framingham State University, Worcester State and Anna Maria College.

Both Jen and Camille are excited to share how *Responsive Classroom* becomes a part of who you are as a teacher and a natural approach in your classroom.

## An Exploration of Readers' Workshop, Grade K-2

*Elizabeth Berry, Westborough Public Schools*

Participants in this course will gain an in-depth understanding of how to effectively implement a readers' workshop in Grades K-2. Some particular areas of focus will be:

- Exploring classroom schedules and routines to maximize the literacy block
- Examining structures and techniques to support grade level specific, efficient, and explicit mini-lessons embedded in cohesive units of study
- Investigating how reading skills progress and can be differentiated by grade level
- Conferring and small group instruction
- Focused Independent reading and literacy work
- Promoting student conversations about books
- Creating a culture that increases reading volume for all students

Teachers will leave with planned units of study, ready to be taught next year.

## An Exploration of Readers' Workshop, Grades 3-6

*Stephanie Nephew, Westborough Public Schools*

In this class we'll explore a variety of strategies to support an effective and efficient readers' workshop. Areas of focus include:

- Creating a culture that increases reading volume for all students
- Structures and rituals to help make the most of every minute of the literacy block
- Practical help in making mini-lessons brief, engaging, and powerful
- Raising the level of reading notebooks: help students move from retelling to interpretation and analysis
- Increasing the level of student talk: strategic moves to grow student conversations about books
- Integrating digital tools to enhance reading instruction
- Conferring and small group instruction
- Using pre-assessments, learning progressions, and student checklists to help identify whole group and individual student reading goals

### Course Leaders:

**Elizabeth Berry** is the ELA Coordinator for Grades Pre K-2 for the Westborough Public Schools.

**Stephanie Nephew** is the ELA Coordinator for Grades 3-6 for the Westborough Public Schools.

Last year this dynamic duo focused on Phonics and Writing instruction. We are fortunate that they are both returning for another summer of literacy learning.

## A Deep Dive into Science Practices: Modeling, Argumentation, and Explanation

*Rebecca Katsh-Singer, Westborough Public Schools*

In this course we will explore how to engage students in three of the most challenging science practices -- Developing and Using Models, Engaging in Argument from Evidence, and Constructing Explanation. Areas of focus include:

- Creating a classroom culture that supports student engagement in these practices
- How to design or modify existing curriculum to focus on these practices
- Strategies for differentiation to meet the needs of a range of learners
- Engaging students in productive discourse in the science classroom
- Common challenges for students and strategies to overcome them
- A learning progression for grades 3-8 for these practices

### Course Leader:

**Rebecca Katsh-Singer** is the Science Curriculum Coordinator for Grades Pre K-6 for the Westborough Public Schools.

## Exploring Mathematical Modeling in Secondary Math

*Jean Marie Johnson, Shrewsbury Public Schools*

During this course, participants will explore how to integrate mathematical modeling into their curriculum. By looking at current research and reflecting on their own practice, teachers will be able to develop instructional strategies and classroom experiences to use with their students. Participants will plan lessons to incorporate various technologies and mathematical practices into their classrooms. The goal will be for participants to collaborate and plan for integrating current research practices into their classrooms that cultivate students' independent thinking and creativity in mathematical problem solving and modeling.

### Course Leader:

**Jean Marie Johnson** has worked as the Mathematics Department Director for Shrewsbury High School for 17 years . She is responsible for facilitating high school math teachers with the creation and implementation of Mathematics curriculum, and providing professional development to support district and school-wide initiatives. Jean-Marie works closely with teachers to help them expand their repertoire of instructional strategies in order to enhance student learning.



## Moving Toward Higher Proficiency with the ACTFL Core Practices

*Joshua Cabral*

Are you looking for ways to increase target language use and build students' confidence? Perhaps you are searching for ways to hold students accountable for using the target language, or are curious about how teachers can assess proficiency? There's also the question of "teaching culture." Come meet these challenges head on and see results in your classroom. As we practice various types of activities that foster target language use we will explore the ACTFL Core Practices and use them as a guide. In addition to the focus on language proficiency we will also explore the concept of global citizenship. Strong Cultural Intelligence (CQ) allows us to engage appropriately and respectfully with various cultures. We will explore a framework of cultural value dimensions and learn how to reference them with students. Leave this hands-on workshop with concrete tools to use in your classroom. You will gain a solid understanding of how to create your own activities that help students climb the language proficiency ladder and build cultural competence.

### Course Leader

**Joshua Cabral** has a BA in French and an MA in Applied Linguistics, specializing in psycholinguistics and second language acquisition. He has been teaching French and Spanish at the elementary, middle and high school levels for 20 years and regularly presents workshops on language proficiency and cultural competence at state, regional and national conferences. He also works with schools and districts as they work toward building proficiency-based language programs. Joshua is passionate about access to education in developing countries and works closely with schools in Haiti and Nicaragua where he often travels to work with teachers and students.



## Assessment Methods for Foreign Language Proficiency

*Sara Honig, Shrewsbury Public Schools*

During this course, participants will explore various ways of assessing target language proficiency. By looking at current research and reflecting on their own practice, teachers will be able to review and update common course assessments. In addition, they will develop alternate assessments to meet the needs of all students. The goal will be for participants to collaborate and plan for integrating current research on proficiency assessment into their classrooms.

### Course Leader:

**Sara Honig** has been the Foreign Language Director in Shrewsbury since 2013. Previously, she was Foreign Language Head for seven years and taught Latin and math in grades 5-12. Her special interests include developing oral proficiency and creating a variety of formal and informal assessments for diverse learners.



## The Expanding Canon: Teaching Multicultural Literature in the High School Classroom

*Liza Trombley, Shrewsbury Public Schools*

Based on the research of the Annenberg Learner, this course will offer resources for teaching multicultural literature in the high school English classroom. We will focus on four approaches to teaching multicultural texts: reader response, inquiry, cultural studies, and critical reading/political awareness. Participants will be required to read a new multicultural, grade-level appropriate text, and will develop curriculum to support the teaching of that text in the classroom. Reading and Schoology discussions will take place as part of the pre-institute work; collaboration, lesson planning, and curriculum building will be the focus of class time and the FedEx time. Participants from middle grade levels are welcome, but should be aware that the focus of the course will be on high school level texts

### Course Leader:

**Liza Trombley** is the Director of English at Shrewsbury High School. Liza has taught high school English for 16 years; she has been the English Director in Shrewsbury for the last six years. This is Liza's second year running a summer institute; she previously instructed a course focused on integrating the 4C's into the English classroom.

## Exploring the MA History and Social Sciences Frameworks

*Jennifer DiFrancesca, Shrewsbury Public Schools*

During this course, participants will explore the proposed revisions to the MA History and Social Sciences Frameworks including the 10 Guiding Principles and grade level content. Participants will work collaboratively to discuss and define what it means "to prepare students to have the knowledge and skills to be thoughtful and active participants in a democratic society and a multinational world." After examining the proposed revisions and reflecting on their own practice, participants will identify resources, create instructional strategies, and develop assessments including aspects of PBL that integrate the proposed frameworks into their Social Science classrooms.

### Course Leader:

**Jennifer DiFrancesca** has served as the Social Sciences Department Director for Shrewsbury High School for 15 years. She is responsible for supporting social science teachers as they expand their repertoire of instructional and assessment strategies to support student learning. Additionally, Jenn provides leadership and professional development for the implementation of social science curriculum as well as district and school-wide initiatives. She is looking forward to her family's annual summer vacation in Fundy National Park.