College of Education and Human Services
Center of Pedagogy
Montclair State University
Network for Educational Renewal

2014 MSUNER Summer Conference

Thinking Outside the Box
Meaningful Learning, the Common Core, and Student Achievement

Friday, June 27, 2014
Montclair State University
University Hall
8:00 AM - 3:30 PM
2014 MSUNER
Summer Conference

*Stars denote rooms being used
8:00—8:30 AM
Sign-in, Breakfast, Poster Session

Please sign in when you arrive and pick up your folder and tote bag. You will receive the following:

1) MSU tote bag
2) 2014 MSUNER Summer Conference program
3) Your individualized MSU folder with your agenda, the program, 4 raffle tickets, and a name tag.

Once you have checked-in, please enjoy the complimentary breakfast.

Parking Services

Parking passes for the Red Hawk Parking Deck can be purchased from Parking Services for $6 each, by the registration tables on the 7th floor, from 7:30-10:30 AM during the morning sign-in only.

Evaluation Sheets

In your folder, you will find a yellow evaluation form. Please provide us with feedback on that form and submit it to us as you leave the conference so that we can make changes and improvements for next year’s conference.
Conference Schedule

8:30—9:00 am
Welcome
Dr. Connie Donvito, Director, MSUNER

Opening Remarks
Dr. Jennifer Robinson, Executive Director,
Center of Pedagogy

9:00—10:00 am
Keynote Speaker
Dr. Tracey Severns, Chief Academic Officer, NJDOE

10:10 am—12:00 pm
Morning Research Presentations
   Session 1: 10:10-10:40 am
   Session 2: 10:50-11:20 am
   Session 3: 11:30 am-12 noon
   Administrator Session
   Mentor Session

12:15—1:15 pm
LUNCH

1:20—3:30 pm
Afternoon Presentations
   Session 1: 1:20-2:20 pm
   Session 2: 2:30-3:30 pm
   OR
   Full Afternoon Session: 1:20-3:30 pm
Morning Presentation
***Administrators ONLY***
10:10 AM —12:00 PM
1st Floor, University Hall
Room: 1020

Focusing the Work
Dr. Sandra Alberti

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Morning Presentation
***Mentors ONLY***
10:10 AM —12:00 PM
1st Floor, University Hall
Room: 1060

MSU Mentor Training
Lucy Villaluz and Jean Ann Slusarczyk

This mini-course will provide an overview of the MSU Teacher Education Program with an emphasis on the Co-Teaching Model. It will also include Common Core Standards and new state assessments. Strategies for observing co-teaching lessons, conferencing, mentor roles and responsibilities will be discussed.
Grade Levels: All
Morning Research Presentations
10:10 AM — 12:00 PM
2nd & 3rd Floors, University Hall
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Session 1
10:10—10:40 AM

1. Teaching with the Brain in Mind
Teacher Study Group Grant — East Orange
Ellie Abdi, Diana L.D. Stewart, and Dawn Tyler*
This presentation provides an orientation to the brain, its various systems, and explains how they affect teaching and learning. Using the book, Teaching with the Brain in Mind by Eric Jensen, the participants will be introduced to a brain-based teaching model that is designed to increase student engagement and retention of concepts.
Room: 2002
Grade Levels: All

2. Current Issues & Concerns in Education: What is a PLN?
Teacher Study Group Grant — Caldwell/West Caldwell
Maura Lincoln*, Andrew Kozlowsky, and Wayne Rush*
Developing a “Personal Learning Network” creates a way for educators to connect, communicate and collaborate efficiently. This is designed to help us professionally evolve and keep up with our constantly changing world. We will also share some...COOL APPS to make our day a little easier.
Room: 2006
Grade Levels: All

3. Putting Technology Into Your Common Core Teaching
Teacher Study Group Grant — Kearny
Melody Connell* and Barbara Czeizinger
Our teacher study group centered its work on workshops emphasizing incorporation of technology into not only the common core instructional goals but also in our teaching methods as evaluated in the LoTI teacher evaluation program. Topics included SmartBoard for different levels of ability, Leveled Libraries and how to effectively use them in the classroom, Tools to Create HEAT (incorporating technology into lessons), Websites for Teaching Success, and Sharing of Projects. Participants were asked to create a project that would be used in their classrooms and share it.
Room: 2007
Grade Levels: P-8

*Stars denote Teacher Study Group Grant Leader
Session 1  
10:10—10:40 AM

4. Newark-Montclair Urban Teacher Residency Program  
Gender in Mathematics  
Matthew Perkins  
*Gender in Mathematics is an Action Research Project that discusses the visual and non-visual bias in gender from a stand point of a student and teacher.*  
Grade Levels: 6-12  

Visual Learning and Math  
Kourtney Padilla  
*This presentation explores the methods used to investigate the usage of visual representations of math and its connection with student performance. The data collection included surveys, written artifacts, assessments, and questionnaires. This developed into a theory about the incorporation of the visual modality within mathematics class.*  
Grade Levels: 9-12  
Room: 2010

5. Project: REFORM  
Teacher Incentive Grant — Bloomfield  
Mike Warholak  
*Using the STEM mindset, this project will illustrate the needs and benefits of recycling and reusing to create new or existing products that can be sold on levels ranging from simple school club/team fundraising to full blown retail commercial items. The concept, development, and progress to date will be presented.*  
Room: 2011  
Grade Levels: 9-12

6. A New “Genre”ation of Readers  
Teacher Study Group Grant — Parsippany-Troy Hills  
Tara Snellings* and Lauren Stein  
*Are your students always reading the same type of book? Reading different genres exposes students to new vocabulary and ideas that they can apply to their own writing and helps them comprehend assorted texts they encounter. Join us to learn strategies to motivate students to read a variety of texts.*  
Room: 3002  
Grade Levels: P-5

*Stars denote Teacher Study Group Grant Leader
Session 1
10:10—10:40 AM

7. Enhancing Math Instruction: Using a Workshop Model
Teacher Study Group Grant — Little Falls
Sona Durgana*, Brittany Lambros, Kelly Pikaard, and Mike Ryan
This presentation will discuss ways to enhance math instruction by using strategies found in a workshop model. We will discuss ways teachers can individualize instruction, make use of meaningful tools and materials, and incorporate comprehension strategies during math instruction.
Room: 3006
Grade Levels: P-3

8. C.O.R.E Classroom
Teacher Study Group Grant — Rockaway Township
Jennifer Carpenter*, Kathleen Nangle, Tara Van Orden, Elyse Webster, and Maria Whelan
C.O.R.E Classroom stands for “Center Organization Reinforces Education.” Our presentation will focus on the organization, implementation and accountability of using centers in our classroom. Research, best practices, and future goals will be presented.
Room: 3007
Grade Levels: P-5

9. Newark-Montclair Urban Teacher Residency Program
How Do You Embed Dialogic Literacy Into Curriculum that Aligns with Common Core State Standards?
Brittney Earle
This presentation is based on action research in a second grade classroom where dialogic literacy was embedded into curriculum that aligns to the common core state standards.
Grade Levels: P-5

Math Talk
Michele Bernardino
This session focuses on ways to introduce dialogic literacy in the classroom to develop mathematical language and communication to help students understand math concepts rather than merely memorizing algorithms. This “Math Talk” helps everyone understand math concepts more deeply as students solve problems, explain their solutions, and justify their answers.
Grade Levels: 3-5

*Stars denote Teacher Study Group Grant Leader
Session 1
10:10—10:40 AM

Using Dialogic Literacy to Promote Questioning in a Collaborative Classroom
Amanda Faison
This presentation will focus on how to use dialogic literacy in a third grade classroom to promote both deep thought-provoking questioning and a collaborative learning environment. Both teacher and student questioning will be focused on and explored in this presentation.
Room: 3010

10. Newark-Montclair Urban Teacher Residency Program
Writing: Internal Motivation
Amy Foxman
This presentation explores the question: How can students become internally motivated to put more effort into writing in various subjects?

How Can Teaching Students to Govern Their Time Help Contribute to Classroom Management?
James McNany
An action research project committed to finding out how teaching students time management skills can help increase time on task and independent work ability.
Room: 3011
Grade Levels: P-5

*Stars denote Teacher Study Group Grant Leader
Session 2  
10:50—11:20 AM

1. Reader’s Workshop  
Teacher Study Group Grant — Nutley  
Jeannette Andreula*
*The Nutley School District began training teachers in the Reader’s Workshop model during the 2012-2013 school year. Four teachers from Lincoln School participated in the initial training, and additional teachers have been trained since. The Study Group has met weekly to share information and provide coaching in leveling students and effective implementation of the program.

Room: 2002  
Grade Levels: P-5

2. Reducing Harassment, Bullying and Intimidation through Character Education  
Teacher Study Group Grant — Randolph Township  
Kirsten Goeb, Lisa Holloway*, and Martel Roberts
*The presentation will include: Information on character education, bullying statistics, character education’s effects on school culture, our activities throughout the year, reflections from students, staff survey results, our experiences with the study groups work both positive and negative, and goals for next year.

Room: 2006  
Grade Levels: 9-12

3. Technolo-Gee, That’s a New Way to Do It!  
Teacher Study Group Grant — Hillside  
Nancy Calico and Cynthia Drefko*
*Our study group has been committed to the innovative use of technology outside the classroom to support struggling readers and their families. In the spirit of culturally responsive teaching, we found a way to help our students improve reading fluency and gain confidence. Join us to see how personal digital recorders made a difference.

Room: 2007  
Grade Levels: P-3

*Stars denote Teacher Study Group Grant Leader
Session 2
10:50—11:20 AM

4. Newark-Montclair Urban Teacher Residency Program
What Factors Influence Students Completing Their Homework?
Kristen Wirasnik
*Homework completion is an issue found in middle school and at the high school level. This session presents findings of a study designed to determine the factors that influence the students completing their homework. Multiple methods were used to collect data to reveal factors that influenced students not to complete their homework.

Improving Study Habits of Students By Learning Style
Samuel S. Patterson
*Over the course of my teaching residency at Arts High School in Newark, students’ study habits have been a constant obstacle to accurate assessment. This presentation explores ways to improve learners’ study habits by tailoring review activities and subsequent study methods to their specific learning styles.
Room: 2010
Grade Levels: 9-12

5. The Value of Play in Learning
Teacher Study Group Grant — East Orange
Deidre Chatman and Sheila Oliver*
*Our PowerPoint presentation will review the important role of play in how young children learn. We will also discuss why we think play is under-valued in the Common Core State Standards (CCSS), particularly for Kindergarteners.
Room: 2011
Grade Levels: P-3

6. Collegial Conversations and Reflections
Teacher Study Group Grant — West Orange
Craig Champagne, April Clark, Dr. Daniel Duca*, and Francis Newman
*The purpose of this study group is to create a support system that provides educators with a means to address issues teachers face daily. Some of the topics included motivating students, new evaluation system, scheduling, teaching strategies, and school policies.
Room: 3002
Grade Levels: All

*Stars denote Teacher Study Group Grant Leader
Session 2
10:50—11:20 AM

7. Differentiation in Phonics Instruction
Teacher Study Group Grant — Little Falls
Amanda Barone* and Mike Ryan
Our presentation will identify instructional strategies that our group developed to differentiate our phonics instruction. Our presentation will also identify ways that we enhanced the Wilson Fundations Program to meet the needs of all learners in our classrooms.
Room: 3006
Grade Levels: P-3

8. Authentic Assessment Instruments for World Languages
Teacher Study Group Grant — Livingston, Montclair, and South Orange/Maplewood
Ellen Goldstein, Piedad Gutierrez*, Laurie Pham, Nadine Quatorze, and Laurence Seltzer
This presentation will identify specific instruments to evaluate language learning, establish which aspects of the learning we are assessing, and determine what makes it authentic. At the end we will relate the instruments to the web 2.0 tools we studied last year and provide samples from our work in class.
Room: 3007
Grade Levels: All

9. Newark-Montclair Urban Teacher Residency Program
Dialogic Literacy in Social Justice Instruction
Terrence Daniel
This presentation will address the question: How can dialogic literacy be used for social justice instruction?
Grade Levels: 3-5

Dialogic Literacy: Can It Help Students Resolve Conflict?
Jeffrey Johnson
This presentation on my Action Research will address the usefulness of dialogic literacy in helping students to learn the skills needed to resolve conflict in the classroom without seeking teacher intervention.
Grade Levels: P-5
Room: 3010

* Stars denote Teacher Study Group Grant Leader
**Session 2**
**10:50—11:20 AM**

10. Evaluating the Evaluation Tool
Teacher Study Group Grant — Bloomfield
Jessica Herrera*, Aprel King, Danielle Testa, and Vicki Urbanowycz

Our team has deconstructed the new district evaluation tool and researched best practices that should be implemented to achieve a highly effective rating. Through our research of the Marzano and Danielson models, we developed a binder of resources that are aligned to the new evaluation tool. Our presentation will involve sharing our binder, as well as, many new strategies being used based on current educational research.

**Room: 3011**
Grade Levels: 6-8

*Stars denote Teacher Study Group Grant Leader*
Session 3
11:30 AM—12:00 PM

1. Using Technology with Classroom Instruction that Works
East Orange
Lisa Beaumont, Kofi Owens, Samuel Rock, Paulette Salomon*, Tracy Smith, and Venus Yearwood

For years, many classroom teachers have thought that technology integration into the regular classroom curriculum was “just another thing they had to do”. This workshop is meant to shatter that myth and encourage teachers to engage technology as an educational tool they would use to ensure the academic success of their students. Participants will learn how to utilize technology, websites, and Web 2.0 tools through interaction and multimedia presentations to enhance classroom instruction for all grade levels.

Room: 1142
Grade Levels: All

2. Independent Reading Reexamined
Teacher Study Group Grant — Caldwell/West Caldwell
Myra Leven*

Is independent reading time valuable time spent in the classroom? Using the book, No More Independent Reading Without Support by Debbie Miller and Ellen Keene, as a mentor text, we examined ways to enhance independent reading in our classrooms.

Room: 2002
Grade Levels: P-3

3. Shared Inquiry in the Urban Classroom
Teacher Incentive Grant — Paterson
Thais Vanessa Vargas* and Vanessa Vitiello

Shared Inquiry is a reading and discussion-based method that promotes critical thinking and learning through collaboration. Students engage in a teacher moderated in-depth discussion through a student-centered approach. This presentation explores the elements, rationale, and CCSS applicable to this strategy, as well as, a step-by-step model of how to utilize shared inquiry in the classroom, specifically in an urban setting. As a culminating activity, participants will engage in a shared inquiry group activity and reflection.

Room: 2006
Grade Levels: 9-12

*Stars denote Teacher Study Group Grant Leader
Session 3
11:30 AM—12:00 PM

4. Getting 2 the Core TSG
Teacher Study Group Grant — Caldwell/West Caldwell
Jennifer Anderson, Christine Davison*, and Peter Protogiannis
Throughout the school year Getting 2 the Core TSG addressed Content, Diverse Learners, Technology, and 21st Century Skills strands by combining elements of both online and face-to-face sessions. Within this blended-learning model, G2C utilized several texts focused on CCSS applications and Rigor, including Pathways to the Common Core by Lucy Calkins, as well as educational journals and articles, and several free online video libraries, such as TED-Ed, Pathways to the Common Core Videos, and TCH Teaching Channel Videos. The online sites provided curated educational videos of best practices in those areas. The G2C used these platforms to not only view best practice in the implementation of the CCSS in teaching, but to also strengthen their 21st century technology skills so that teachers may impart these new skills to their students.
Room: 2007
Grade Levels: 3-5

5. Newark-Montclair Urban Teacher Residency Program
Authentic Assessments: How Students Demonstrate Content Knowledge
Ariana Calderon
Through an action research project, we explore how learning contracts as unit assessments demonstrate student learning and growth.
Grade Levels: 6-12

Problem-Based Learning in the High School Biology Classroom
Cristina Rageb
A problem-based learning (PBL) bio-ethical, genetics dilemma is introduced to high school students in order to investigate its effects on engagement and cooperative learning. Over a 7-day period, the students begin to identify the problem, formulate their own questions, research and record their findings, and finally engage in a class debate that presents the PRO and CON sides of the issue.
Grade Levels: 9-12
Room: 2010

*Stars denote Teacher Study Group Grant Leader
Session 3  
11:30 AM—12:00 PM

6. World Language PLC “Transitioning to the Pascack Schedule”  
Teacher Study Group Grant — Pascack Valley Regional  
Noemi Rodriguez*  
The World Language Professional Learning Community of Pascack Valley Regional  
High School District set out to better understand techniques, strategies and  
effective practices in teaching a world language in a block period (88 minutes) and  
how to best organize world language curriculum in the new Pascack Schedule.  
Room: 2011  
Grade Levels: 9-12

7. The Art of Conversations  
Teacher Study Group Grant — Rockaway Township  
Carole Abilo* and Nancy Reeves  
The words we use to communicate with people, such as students, colleagues,  
administrators, and parents reflect our intelligence, empathy and respect of  
others. The right choice of words in any situation can have a positive influence on  
those you are speaking with. When language is used skillfully, it builds an  
environment where those around you feel safe, respected, appreciated and  
encouraged...Words are VERY powerful. Many times, when faced with a  
challenging situation, emotions get in the way, preventing us from being effective  
communicators. The presentation will highlight three books on communication.  
Room: 3006  
Grade Levels: All

8. Positive Behavior Supports in Schools (PBSIS)  
Action Research Team — Englewood  
Grace Browne Frangiosa, Fina Espinal-Flores, David Murphy, and Laura Satterfield  
Room: 3007

*Stars denote Teacher Study Group Grant Leader
Session 3  
11:30 AM—12:00 PM

9. Newark-Montclair Urban Teacher Residency Program  
Advanced Vocabulary for Young Learners  
Racheal Safier  
How can a school-wide Word of the Week be effective at increasing student vocabulary? This presentation will explore the strategies used to facilitate the utilization and deep understanding of advanced vocabulary words in a kindergarten classroom.

Systematic Spelling Instruction in the First Grade Classroom  
Vanessa Graves Foster  
Overview and analysis of action research project exploring spelling instruction in the first grade classroom.

Room: 3010  
Grade Levels: P-3

10. Beyond the Book  
Teacher Study Group Grant — Kearny  
Jessica Couto*, Leysi Lafarga, and Monica Suleiman  
In Beyond the Book, we will be addressing various ways to implement cross-curricular collaboration through the use of low and high tech tools. Showcased will be various means of collaboration among colleagues and the designing of engaging lessons which facilitate the connection across academic fields.

Room: 3011  
Grade Levels: 9-12

*Stars denote Teacher Study Group Grant Leader
12:10—1:10 PM
Lunch, Poster Session, Raffle
7th Floor Conference Room, University Hall

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Luncheon Menu

Sandwiches and Wraps

♦ Grilled Portobello with Provolone
♦ Roast Beef and Gorgonzola Baguette
♦ Spicy Italian Baguette
♦ Roasted Vegetable Club
♦ Turkey and Sharp Cheddar
♦ Grilled Tuscan Chicken Breast
♦ Ham and Cheese

Beverages

♦ Assorted Cans of Soda
♦ Ice Water
♦ Coffee, Decaf, and Tea

Sides and Deserts

♦ Tossed salad with dressing on the side
♦ Assorted bags of chips
♦ Macaroni Salad
♦ Sliced fresh fruit
♦ Assorted gourmet dessert bars
Afternoon Presentations
***Mentors ONLY***
1:20—3:30 PM
Room: 1060

Culturally Responsive Teaching
Dr. Fernando Naiditch

In this course, we will examine and discuss the schooling experiences of students from diverse socio-economic, linguistic, and cultural backgrounds and the qualities of teachers, teaching, and schooling that foster their learning. We will critically examine our own assumptions and perceptions about sociocultural identity, and understand how these beliefs have shaped our perceptions of ourselves and other people. We will also plan activities that reflect multiple ways of perceiving and interpreting the world and discuss strategies to help teachers develop the knowledge, skills, and dispositions to successfully teach children of all backgrounds and experiences (including social, cultural, racial, disability, sexual orientation, and linguistic diversities).

Grade Levels: All
Afternoon Presentations
***Administrators ONLY***
1:20—3:30 PM
Room: 1050

1. Special Education: A Service, Not a Place
   Dr. Gerald Vernotica
   (1:20-2:20 PM)

Within the context of maintaining and improving the quality of programs for special education while reducing costs, the New Jersey School Board task force, led by Dr. Gerald Vernotica will report their findings and recommendations that address early intervention, literacy, shared services, changes in state and federal aid, alternative funding, and training of educators and school board members. Come join us for a very informative presentation and Q&A.
Grade Levels: All

2. Leadership and PARCC, Common Core, and Teacher Evaluation
   Dr. Jim Gamble, Dr. Christine Johnson, Don Patton, and Barbara Senwell
   (2:30-3:30 PM)

This session will discuss how district and building administrators are able to engage in innovation and creativity while meeting the demands of PARCC, Common Core, and Teacher and Administrator Evaluation.
Grade Levels: All
Afternoon Presentations
1:20—3:30 PM
Sessions 1 & 2 OR Full Afternoon Sessions
2\textsuperscript{nd} & 3\textsuperscript{rd} Floors, University Hall
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Sessions 1 & 2
1:20—2:20 PM & 2:30—3:30 PM

1. The Writing Child Revisited
Dr. Lisa DeLorenzo
This session explores the relationship between children’s writing and music. Music, when presented effectively, can have a powerful presence in unlocking the creative thought process through a language medium. This session is for elementary teachers, musically able or not, who wish to learn how music strategies can engage children in creative writing.
Room: 3011
Grade Levels: P-5

2. Modeling and Argumentation in Math and Science Classrooms
Dr. Douglas Larkin
In this session, participants will learn about and engage in the modeling and argumentation practices emphasized in both the Common Core Math and Next Generation Science Standards.
Room: 2007
Grade Levels: 6-12

3. There’s An App for That!
Danielle Platero
New to the world of iPads? Unsure of how to get started? This hands on workshop will help you make the most of iPads, both for students and for yourself as an educator. We will discuss the basic components of your device, features to optimize productivity, and explore places to search and evaluate apps. Additionally, we will view and explore popular apps for teacher organization and content areas. To maximize this experience, please bring your own device if available! Limited to 25 participants.
Room: 1143
Grade Levels: All
4. Digital Curation: Compile and Collaborate!
Alexa Fazzini
Have you tried Pinterest? How about Diigo? Or Symbaloo? Learn.ist? Whether you are familiar with these tools or a novice, this workshop will help you start curating a digital collection of tools and websites to expand your classroom tools and your personal learning network. We will be using websites and tablet tools (iPad & Android) to create a collaborative workspace to be shared with a network of teachers. **Limited to 20 participants.**
Room: 1121
Grade Levels: All

5. A Collaboration in Dance Education between Montclair State University and Bradford School (K-5)
Dr. Elizabeth McPherson
This presentation will outline the collaborative process of developing and teaching an experiential dance course at Montclair State in which MSU students teach dance to students at Bradford School. This will be followed by a discussion of other ways in which universities can partner with schools to increase opportunities for both groups of learners.
Room: 2002
Grade Levels: All

6. Young Adult Literature and Nonfiction: How Might They Offer Meaningful Learning?
Dr. Laura Nicosia
In this age of the Common Core, PARCC Assessments, and the hue and cry for more nonfiction, how might Young Adult Literature fulfill our schools' needs for more nonfiction titles and texts of higher complexity? This session will “book talk” several titles that will find a comfortable home in our middle and secondary level ELA, social studies and science classes.
Room: 2006
Grade Levels: 6-12
Sessions 1 & 2
1:20—2:20 PM & 2:30—3:30 PM

7. Teaching Literature and Music: Interpretive Collaborations
Dr. Marissa Silverman
From Petrarch to Liszt, Shakespeare to Tchaikovsky, Mallarme to Debussy, Yevtushenko to Shostakovich, the works of writers have inspired numerous composers. Participants will explore literature and music and how both disciplines relate to one another. Through methods of “shared inquiry”, this presentation will survey the combined fruits of writers and composers. In addition, participants will be introduced to criticism from the perspective of experiential evocation. In other words, they will evoke individual interpretations resulting in critical reflection. As such, participants will experience ways of connecting literature to music for the sake of accessibility, achievability, and value.
Room: 3006
Grade Levels: 6-12

8. Zippy’s Friends: A Model Evidenced-Based Mental Health Promotion Program
Dr. Gerard Costa
Academic success is rooted in early capacities for self-regulation and social-emotional development. “Zippy’s Friends” promotes ways of expressing feelings, making friends, dealing with conflict and loss and no bullying. The school-based curriculum which meets educational standards and the needs of kindergarten and first grade students, will be described.
Room: 3002
Grade Levels: P-3
Full Afternoon Sessions
1:20—3:30 PM

1. Strategies for Mentoring and Coaching
Jean Ann Slusarczyk and Lucy Villaluz
This mini-course will provide an overview of the MSU teacher education program including: The Portrait of a Teacher, feedback, conferencing, mentor roles and responsibilities. Strategies for Mentoring and Coaching will be explored as well as clinical supervision with an emphasis on the co-teaching model. This mini course fulfills the clinical faculty requirement for Strategies for Mentoring and Coaching.
Room: 2011
Grade Levels: All

2. Medal of Honor Character Development Program
Dave Kaplan and Yogi Berra Museum & Learning Center
This full afternoon session is designed to introduce a character development program, created by educators for the Congressional Medal of Honor Foundation, that provides a way for students to make connections between history, personal values, and their own lives.
Room: 1010 & Yogi Berra Museum & Learning Center
Grade Levels: 3-12

3. Using Performance Assessments in Your Classroom
Dr. Mayida Zaal
The goals of this session will be to introduce teachers to performance assessment tasks, support teachers in developing assessment tasks that allow students to engage in authentic learning, and offer resources and ideas about existing performance assessments.
Room: 2010
Grade Levels: 3-12
Dr. Alina Reznitskaya and Dr. Monica Glina
We will discuss a professional development program designed to address one of the key shifts in Common Core State Standards—the emphasis on argument literacy. We will share activities and materials designed for elementary Language Arts classrooms that support the development of students’ ability to formulate and comprehend arguments.

Room: 3007
Grade Levels: 3-5

5. Focusing the Work
Dr. Sandra Alberti
This session will provide tools and resources for addressing the Common Core in your classroom. This interactive presentation will help you to focus your work on the three big things you can do to better ensure your students’ success in meeting the standards. Standards-Based Instruction, by setting clear expectations for students, providing clear information on student progress, and teaching the standards, will prepare your students to learn meaningfully and achieve higher levels of academic success.

Room: 1020
Grade Levels: K-12
Evaluations
3:30—3:45 PM

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Please submit your evaluation form downstairs on the first floor at all main exits in University Hall in exchange for one of two complimentary books:

Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success
by Suzy Pepper Rollins

OR

The Core Six: Essentials Strategies for Achieving Excellence with the Common Core
by Harvey F. Silver,
R. Thomas Dewing, and Matthew J. Perini

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A Special Thanks To:

MSUNER School Partners
for the lovely raffle prize donations
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Dr. Leslie Wilson and the
Agenda for Education in a Democracy
for their financial support
*******************************************************************************

J&M Florists of Madison, NJ for the
beautiful floral arrangements
*******************************************************************************

Jean Ann Slusarczyk, Gina Parisi and Cindy Martin
of the Bloomfield Public Schools for their assistance in putting
together many of the beautiful raffle gift baskets
*******************************************************************************

The staff and student workers of the
Center of Pedagogy and the ADP Center for their
assistance in making this conference a success
*******************************************************************************

Mr. Dave Kaplan
Director, Yogi Berra Museum
*******************************************************************************

Dr. Gerard Costa
Director, Center for Autism and Early Childhood Mental Health
*******************************************************************************
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***Center of Pedagogy***

MONTCLAIR STATE UNIVERSITY

NETWORK FOR EDUCATIONAL RENEWAL

We hope you enjoyed the 2014 MSUNER Summer Conference!

Visit us at:

www.msuner.org