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

2016 MSUNER Summer Conference

PARADISE LOST?
A MORE EQUITABLE AMERICA
FOR OUR SCHOOLS AND FOR OUR STUDENTS

Monday
June 27, 2016
8:00 am to 3:30 pm

THE PRICE OF PARADISE
THE COSTS OF INEQUALITY AND A VISION FOR A MORE EQUITABLE AMERICA

University Hall
7th Floor, Conference Center

DAVID DANTE TROUTT
2016 MSUNER
Summer Conference

*Stars denote rooms being used
2016 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) 2016 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, cash only, by the registration tables on the 7th floor, from 7:30-10:30 AM during the morning sign-in only.
Conference Schedule

8:30—9:00 am

Welcome
Dr. Connie Donvito, Director, MSUNER

Greetings
Dr. Tamara Lucas, Dean
College of Education and Human Services

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

J. Thomas Flagg Outstanding Student Teacher Award
Presentation
Nicole Couto (K-6 Elementary)
Thalia Ramirez (Biology)

9:00—10:00 am

Keynote Speaker
David Dante Troutt

Professor of Law and Justice
Director of the Center on Law in Metropolitan Equity
Rutgers University

Followed by Book Signing
10:00 AM—10:30 AM
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
Mentor Session

12:00-1:00 PM
LUNCH - 7th Floor Conference Center

1:15-3:30 PM
Afternoon Presentations
Session 1: 1:15-2:15 PM
Session 2: 2:30-3:30 PM
OR
Full Afternoon Session: 1:15-3:30 PM

3:30 PM
Evaluation Sheets
Submit Yellow Conference 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
***Mentors ONLY***

**Morning Session**

10:10 AM - 12:00 PM  
1st Floor, University Hall  
Room: ADP Center 1145

**MSU Mentor Professional Development**  
Lucy Villaluz and Jean Ann Slusarczyk

This session for University mentors will provide an overview of the MSU Teacher Education Program with an emphasis on the Co-Teaching Model. It will also address recent changes affecting the classroom including the impact of the Common Core Standards, new state assessments, and teacher evaluation systems. 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. Professional Development is Not a Dirty Word
   Action Research Team Grant – Pasack Valley Regional
   Valerie Mattessich, Diana McKenna, Edie Weinthal
   Professional development is something that should inspire, engage and re-
   energize teachers in their work, but too often it is something that teachers view
   with resentment, resignation or frustration. Through our own self-study and re-
   search, we examined what works for professional educators and what doesn’t.
   Our findings have echoes that are relevant to teachers and curriculum directors in
   any district. Join us to find out more about how to embrace PD that works!
   Grades: All
   Room: 2002

2. Restorative Practices and Student Behavior
   Action Research Team Grant – South Orange/Maplewood School
   Kiina Dordoni, Hillary Rosen
   The purpose of this study is to explore the relationship between Restorative Prac-
   tices and student behavior. This presentation explores the process of imple-
   menting Restorative Practices in a middle school as a school-wide practice in order
   to foster a positive and productive school culture where all students are valued co-
   facilitators of their educational experience.
   Grade Levels: 3-12
   Room: 2004

3. All Work and No Play Makes for Children’s Developmental Delay
   NMUTR Leadership Development Institute
   James McNany, Fiala Jara, Lin Hong
   As testing fervor continues to grip schools across the nation, today’s children are
   allowed increasingly less time for meals and recess, which research shows are key
   components to physical, social, emotional, and mental development. How can we,
   as teachers and administrators, advocate for better practice in our schools?
   Grade Levels: P-5
   Room: 2006
4. Building a Learning Community Through Urban Farming
NMUSTR Leadership Development Institute
Sue-Anne Alonso
An action research project that began with the question of how a hydroponic greenhouse could be more effectively used as a food justice effort snowballed into a larger vision of connecting families, communities and schools.
Grades: All
Room: 2007

5. Technology as a Tool for Inclusion
Newark Montclair Urban Teacher Residency
Engaging All Learners with STEM
Patrick Ryan
This presentation will highlight the experiences of two first year teachers using technology to facilitate inclusion in early elementary grades, with an emphasis on using technology to assess student learning and using STEM subjects to increase engagement.
A Story and a Study of Inclusion: Technology to Enhance Reading Comprehension
Stephanie Silk Says
A teacher-in-training's experience with an action research project using the website readtheory.org as a tool to identify areas of need to enhance reading comprehension. Challenges, successes, and how one teacher used high tech AND low tech methods to reach students!
Grade Levels: P-5
Room: 2008

6. Classroom Setup: What Impact Does it Have on Teaching and Learning?
Newark Montclair Urban Teacher Residency
Sylvia Nkansah
How Does Seating Arrangement Affect Teaching and Learning?
This presentation will focus on seating arrangement and how it impacts the teaching and learning processes in the classroom. It will look into assigned and unassigned seating arrangements.
Carla Nisbett
Student Voice, Student Choice
This will focus on how creating a classroom culture based on students' choice affects critical thinking amongst students.
Grade levels: P-3
Room: 2009
7. **Excite and Ignite the Tech in Your Teaching**  
**Teacher Research Group Grant—Kearny**  
Barbara Czeizinger*, Patricia Hester-Fearon  
*Presentation will be a Google Slide summary of our 10 week study of the use of technology in the classroom. The presentation will include: Smart Notebook, Google, Remind, Edmodo, Project Based Learning strategies, integration of technology in the classroom, and using technology to enhance the school-home connection.*  
Grade Levels: All  
Room: 2011

8. **Character Counts**  
**Teacher Research Group Grant—East Orange**  
Kelly Speed-Hobbs*, Angela De’vlugt, Sahkeena Wallace, Allen Ashby, Guerdy Baguidy, Linda Giles, Kristen Glossy  
*The presentation reflects our findings on the importance and the impact of integrating character education in the classrooms daily, which ultimately affects the culture and climate of the school.*  
Grade Level: P-5  
Room: 2012

*Stars denote Teacher Research Group Grant Leader*
Session 2
10:50 - 11:20 AM

1. Adapting to the NGSS: Freedom and Struggle in Open-Ended Learning Opportunities
Action Research Team Grant – Pascack Valley Regional
Kristen Lindstrom, Aarti Mallya, Christopher Nilsen, & Anthony Judilla
Our research explored how students and teachers in the Pascack Valley Regional High School district are responding to the shift in instructional and assessment practices to more open-ended learning opportunities as promoted by the Next Generation Science Standards (NGSS). We evaluated the benefits and challenges faced by students and faculty as we navigate through these new standards.
Grade Levels: 9-12
Room: 2025

2. Our Inclusion Experiment: The Multi-Perspective Benefits and Reflections of an Inclusion Partnership Within Newark Public Schools
NMUTR Leadership Development Institute
Sarah Davie, Cristiana Sardo, Rouxana Pellicer
Students with severe learning disabilities from NJ Regional Day School were partnered with an inclusion class of 4th graders at Oliver Street School. All students (and adults) developed an understanding of learning differences and matured as educators and learners. Students progressed in reflecting, writing, reading, academic and functional skills.
Grade Levels: 3-5
Room: 2032

3. Ways to Supplement the Curriculum for Diverse Learners
Newark Montclair Urban teacher Residency
Tatiana Peryra
Supplementing Spelling instruction for Diverse Learners
This presentation will highlight my experience in supplementing the Core Knowledge Skills second grade curriculum in regards to spelling instruction. I will discuss strategies that I used, what worked and what didn't based on my student body and data. I will also discuss how it informs my practice moving forward.

Pablo DeLaRosa
Student Engagement
Grade Levels: P-3
Room: 2040
4. B.E.S.T. Buddies (Building & Enriching Students Together)
Teacher Research Group Grant—Rockaway Township
Maria Whelan*, Danielle Schmidt
We will be discussing various activities and programs incorporated in our grant study. The findings include cross curricular and cross grade levels activities that teachers may incorporate into their classroom. Also highlights of character building activities and resources used will be discussed.
Grade Levels: P-12
Room: 2042

5. Improving Student Engagement using Total Participation Techniques
Teacher Research Group Grant—East Orange
Erika Cooke*, Rosalyn Stewart, Janet Pedrazzi, Mary Wevoda, Ilyse Gorbunoff, Joi Paisley
We have researched and discussed, implemented then evaluated the effectiveness of student participation techniques presented by Himmele & Himmele. We used the following questions to frame our thinking: What techniques do we already use at Gibson to engage students in the learning process? How can we measure the effectiveness of these techniques? What new/alternative techniques can be implemented to improve student engagement? Does the level of student participation/engagement increase with the implementation of these new techniques?
Grade Levels: All
Room: 2026

6. Incorporating Non-fiction & Historical Fiction Texts in the Humanities
Teacher Research Group Grant—Fair Lawn
Brenna Bohy*, Christine Rogalny, Renee Taormina, Michelle Francis, Marilyn Coats-Thomas
Come learn how several Language Arts and Social Studies teachers, along with a school librarian, puzzled through ways of incorporating more non-fiction and historical fiction readings into their classes. We will discuss our use of historical fiction novels and non-fiction picture books with our students.
Grade Levels: 6-12
Room: 2031

*Stars denote Teacher Research Group Grant Leaders
7. Teach Like A Champion
Teacher Research Group Grant—East Orange
Ellie Abdi*, Dorinda Hazell-Forde, Sharon Johnson, Angela Randall-West
The focus is to adapt techniques to effectively obtain the highest levels of student achievement. Several techniques in pedagogical concept to accomplish the art of teaching will be discussed. The research study, based on the book, guides teachers to instill mastery to skill and knowledge.
Grade Levels: All
Room: 2044

8. Tying CKLA Curriculum to STEP Reading Assessment
NMUTR Leadership Development Institute
Julissa Estrella, Chamara Adams
This presentation will focus on the ways to integrate the CLKA curriculum to the STEP assessment. How to motivate scholars and their parents to read at home and practice strategies learned during family literacy night.
Grade Levels: K-3
Room: 2010

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

1. Building Student Accountability
   NMU TR Leadership Development Institute
   Maria Morales
   Frustrated with students telling you "I don't know" when asked a question or faced with a challenging problem? This presentation describes how Deeper Learning research and integration of classroom routines and activities were used to support students in building accountability for their own learning.
   Grade Levels: 9-12
   Room: 2002

2. Using Universal Design for Learning for All Learners
   Newark Montclair Urban Teacher Residency
   Kathleen Benevento
   Using Our Bodies
   UDL involves changing how teaching is structured to suit all learners. Here, we look into how using whole body movement and American Sign Language as a way to access information, helps all learners.

   Lisa Fischman, Annmarie DeMarzo
   Brain Sharing
   Part of UDL is fostering in students an attitude of acceptance, tolerance, and an appreciation for the diversity of knowledge and abilities that exists among their peers. Here, we look at how the classroom can be structured in a way that allows students of all abilities to engage each other in their learning through peer-mediated instruction, or “brain sharing”.
   Grade Level: P-3
   Room: 2004

3. Layers of Diversity: Movement & Social Emotional
   Newark Montclair Urban Teacher Residency
   Jacqueline Santos
   Addressing Classroom Diversity by Addressing Students’ Social, Emotional Needs
   There are many layers with reference to student diversity. My focus is the social-emotional aspect of my students and how students develop their teamwork and leadership skills.
Amanda Steen
Yoga and Meditation in the Classroom
Examining the effect that mindfulness practices can have on the classroom climate, this presentation focuses on the benefits and challenges of implementing yoga and meditation in a first grade classroom.
Grade Levels: P-3
Room: 2007

4. Continuing to Nurture the Seeds of a Professional Learning Community:
Engaging in an ongoing cycle of collaboration in a K-5 School
Teacher Research Group Grant-Livingston
Barbara Lombardo*, Donna Richter
We have finally reaped what we set off to achieve four years ago when we first planted the seeds of a PLC. Our school district has put into place professional development in technology for teachers and staff with the addition of Educational Technology Consultants providing the necessary tools to integrate and turnkey technology into the curriculum.
Grade Levels: P-5
Room: 2006

5. Remixing the Classroom
Teacher Research Group Grant–Caldwell/West Caldwell
Ellen Gianakis*, Christine Joannidis, Maura Lincoln
This presentation will explore various pedagogical techniques and resources that can be used to “remix” traditional classroom instruction such as Google apps, various technologies, flipped classroom techniques, project based learning, and gaming in the classroom. Strategies for engaging students through collaborative, challenging, and engaging coursework will be a central focus for this session.
Grade Levels: 6-12
Room: 2011

6. Pre-AP Authentic Resources 3-12 World Language Instruction
Teacher Research Group Grant—Montclair, Livingston, South Orange/Maplewood
Piedad Gutierrez*, Nadine Quatorze, Ellen Goldstein, Laurie Pham, Laurence Seltzer
AP authentic materials at pre-AP levels... What a difficult task! Language acquisition needs to be considered step by step. Does basic vocabulary need to be built before authentic materials can be used in instructional time? How effective subtitles are? How much needs to be understood? Let’s discuss together!
Grade Levels: All
Room: 2008

*Stars denote Teacher Research Group Grant Leader
7. The Message: Using Hip Hop Pedagogy as a Literacy Building Tool  
Teacher Research Group Grant—East Orange  
Courtine Thomas*, Milvetk Tonuzi, Joyce Washington  
This unit, The Message: Using Hip-Hop Pedagogy as a Literacy Building Tool, was designed for students with varying academic abilities in grades 6-8. The lessons, organized as follows, build students’ understanding of hip-hop and its relationship to social justice issues and the entrepreneurial spirit:  
♦ The origin and history of hip-hop  
♦ Merging cultural ideas, talents, and circumstances that influence the music style  
♦ Understanding the fundamental source of hip-hop’s existence The program offers a three-prong approach to learning: hip hop pedagogy, entrepreneurship education, and social justice.  
Grade Levels: 6-8  
Room: 2012

8. Exploration of Early Literacy  
Teacher Research Group Grant—Hillside  
Cynthia Drefko*, Nancy Calico, Karl Monterosso  
Do you value collaboration with colleagues? Are you eager to take responsibility for your own professional development? Join us to learn how we chose content specific webinars and designed sessions to meet the needs of teachers in our school so that we could learn and grow together. We’ll share what we’ve learned about empowering others to explore new things for the benefit of our children.  
Grade Level: P-3  
Room: 2009

*Stars denote Teacher Research Group Grant Leader
12:00 - 1:00 PM
Lunch, Poster Session, Raffle
7th Floor Conference Room, University Hall

Luncheon Menu

Sandwiches and Wraps
- Smoked Turkey with Boursin Baguette
- Grilled Chicken with cranberry Mayonnaise on Kaiser Roll
- Spicy Italian Baguette
- Roasted Vegetable Sandwich

Beverages
- Assorted Flavored Water
- Iced Tea
- Coffee, Decaf, and Tea

Sides and Deserts
- Tossed salad with dressing on the side
- Assorted bags of chips
- Pasta salad
- Sliced fresh fruit
- Cookies and brownies
Afternoon Presentations
1:15 - 3:30 PM
Sessions 1 & 2 OR Full Afternoon Sessions
1st, 2nd & 3rd Floors, University Hall

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Sessions 1 & 2
1:15 - 2:20 PM & 2:30 - 3:30 PM

Course 1. Zippy's Friends - A Curriculum for 5-7 Year Olds Teaching Coping and Social Skills
Rebecca Haddock & Jennifer Faassee
Zippy’s Friends is a school-based social skills and coping curriculum for children aged 5 to 7. The curriculum is built around a set of stories involving “Zippy”, a stick insect, and his friends. There are 6 modules separated into 24 sessions, covering topics such as feelings, conflict resolution, friendships and coping. The program is designed for use with all children in typical and inclusive school settings, as part of efforts to promote social and emotional health in the classroom. Training in this curriculum and all classroom materials are offered FREE to teachers in Newark, Irvington, East Orange, and Orange through Project LAUNCH funding, or to other districts at a cost.
Room: 2008
Grade Levels: P-3

Course 2. The Ins and Outs of Serving the LGBTQ Community
Justina Slachta
This workshop will provide an introductory understanding of the unique issues LGBTQ individuals face within their families, healthcare systems, and within society at large. Additionally, this workshop will address the process of coming out (Vivian Cass) and post-coming out, appropriate terminology and language to use, resources with which professionals can provide families and students with, relevant mental health statistics and interactive activities. Upon completion of the workshop, attendees will be better able to understand the diverse concerns of the LGBTQ students/families encounter and will ascertain how to provide appropriate resources that meets the needs of this particular population.
Room: 2002
Grade Level: All
Sessions 1 & 2
1:15 - 2:20 PM & 2:30 - 3:30 PM

Course 3. Establishing a Culturally Relevant Classroom
Mary Sok & Jamie Lott-Jones
Teaching about injustice in history and students’ lives, allows analysis of oppression and inequity. We developed culturally responsive curriculum needed to function within diverse groups. Our presentation addresses how to empower students to make a difference and examine the idea that, “Talent is universal but opportunity is not.” We will examine multiple perspectives to build bridges between choices from history, with those your students confront. We will provide strategies, lessons, & projects to connect curriculum, students and social change.
Room: 2004
Grade Levels: 6-12

Course 4. "Orange Is The New Black" Comes To NJ Public Schools: Black Girls and the Anti-Bullying Bill of Rights
Dierdre Paul
Black girls attending NJ public schools have been adversely impacted by the State’s Anti-Bullying Bill of Rights. The three major findings of this study include:
♦ Black girls in the Garden State are disciplined at higher rates than their White and Latina counterparts.
♦ The law disproportionately impacts Black girls.
♦ The behaviors of Black girls are held to a different standard than those exhibited by their White and Latina counterparts.
Room: 2006
Grade Levels: All
Sessions 1 & 2
1:15 - 2:20 PM & 2:30 - 3:30 PM

Course 5. Using Dance to Support Students in Learning Academic Concepts
Elizabeth McPherson
Learning by doing is an often-used phrase that is exemplified in dance. Dance is experiential and physical – an embodiment of ideas and emotions. Using dance to teach academic concepts aids students in learning, understanding, and remembering important areas of knowledge such as math, vocabulary, and history. This embodiment of concepts is particularly useful to visual and kinesthetic learners, increasing equity in education through addressing diverse learning styles.
Room: 2007
Grade Level: All

Course 6. Using Google Classroom in Middle School
Laura Dwyer Haberman
This session will describe the features of Google Classroom and its many beneficial uses in classroom settings. The presenters will show what Google Classroom looks like from both a student and teacher perspective. Additionally, participants will be shown websites that can integrate with Google Classroom and provided with many different ideas for how to implement Google Classroom.
Room: 1121 (ADP Center)
Grade Levels: 6-8
Full Afternoon Sessions
1:15 - 3:30 PM

Course 7. Talk like TED: How to Inspire, Be Inspired, and Deliver an Amazing Presentation
Barry Bachenheimer
TED began as a conference in 1984 where Technology, Entertainment, and Design converged and today covers all topics from science to education to global issues. It is devoted to spreading ideas in the form of short powerful talks of 18 minutes or less. This session will have participants view and discuss some of the best TED talks over the last five years. Then, participants will learn the nine "secrets" that TED presenters use to engage audiences and discuss ways this can be integrated into their teaching. We will also touch on ways to have students produce their own TED talks. Come prepared to be inspired and perhaps to create your own!
Room: 1145 (ADP Center)
Grade Levels: 3-12

Course 8. Reducing Classroom Behavior Problems Through Positive Connections
Michael Paternoster
In this session we will: Review ‘understanding’ the causes of behavior, but emphasize ‘positivity’ and classroom ‘connections’; discuss the application of ‘group counseling’ techniques in dealing with behavior and power struggles; look at rejection, ‘how good people turn evil’, and bullying. We will also examine strategies in dealing with apathy, increasing student resilience and teamwork; discuss the books, Social by Matt Lieberman, The Lucifer Effect by Philip Zimbardo and Flourish by Martin Seligman. The recent Google Company ‘Project Aristotle’ will be referenced regarding teamwork.
Room: 1050
Grade Levels: All
Full Afternoon Sessions
1:15 - 3:30 PM

Course 9. Strategies for Mentoring and Coaching
Lucy Villaluz & Jean Ann Slusarczyk
This mini-course is designed for new clinical faculty members, but is open to all who are interested. It will provide an overview of the MSU teacher education program including: The Portrait of a Teacher, feedback, conferencing, mentor roles and responsibilities, and an examination of various dimensions of the cooperating teacher-junior faculty member relationship. Strategies for Mentoring and Coaching will be explored as well as clinical supervision with an emphasis on the co-teaching collaborative model.
*This mini course fulfills the clinical faculty requirement for Strategies for Mentoring and Coaching.
Room: 1070
Grade Levels: All

Course 10. Modeling and Argumentation in K-12 Science Classrooms
Douglas Larkin & William Brown
In this session, participants will learn about and engage in the modeling and argumentation practices emphasized in the Next Generation Science Standards. Using materials developed from the Modeling and Understanding in Science Education (MUSE) project, the focus of the session will be on fostering student discourse and sense-making practices.
Room: 2009
Grade Level: All

Course 11. Culturally Responsive Teaching
Kersy Corporan & Jacqueline Lubitz
Together we will explore the concepts and techniques of culturally responsive classroom practices. Through hands-on activities and inquiry, teachers will acquire strategies for addressing issues concerning class, race and gender in the classroom. Projects may include the Equality Mobile, Dialogue Groups, Silent Conversations, Gallery Writing and the Circle of Power. Readings will be drawn from expert sources in the field including Lisa Delpit, Peggy McIntosh, and Beverly Daniel Tatum. *Fulfills the MSUNER requirement for Culturally Responsive Teaching.
Room: 1120 (ADP Center)
Grade Levels: All
Full Afternoon Sessions
1:15 - 3:30 PM

Course 12. Creating a Comprehensive Classroom: Universal Design for Learning and Sensory Integration
Francesca Ciotoli & Lisa Berkowitz
Join us and learn about how a well-constructed lesson plan combined with a balanced brain/body allows for a thriving learning environment. This workshop engages participants in a discussion of how to utilize evidence-based research to construct comprehensive lesson plans: UDL + sensory = best practice! One of the biggest challenges teachers face is the balance and blending of addressing individual students’ learning styles, cognitive abilities, interests, social, emotional, and movement needs. We will share strategies for creating multi-sensory and multi-tiered lesson plans, hands-on center-based learning, and student-directed activities. Come and problem solve with us and leave with the confidence to test out some new techniques for creating happy and harmonious habitats!
Room: 1040
Grade Level: P-8

Course 13. Big Brain Schooling for Deep Democracy
David Kennedy
This presentation will offer a model of school based on our increasing understanding of patterns of brain development over the extraordinarily long period of human childhood, and the concrete implications of that understanding for curriculum, pedagogy, and school organization. Emphasis will be placed on teacher-student dialogue, emergent curriculum, multidisciplinary, multi-sensory and polysymbolic interaction with a rich variety of materials and activities, community of philosophical inquiry across the disciplines, and shared power and authority through whole-school democratic governance.
Room: 2012
Grade Levels: All
Full Afternoon Sessions
1:15 - 3:30 PM

Course 14. Literacy Development in the Common Core State Standards
Fernando Naiditch
Given the emphasis on developing academic language in the Common Core State Standards, this workshop will focus on understanding what is meant by academic literacy, how it is developed, and on instructional strategies that can be implemented in the classroom to enhance language instruction. We will analyze the tiered vocabulary system proposed by the CCSS and discuss pedagogical practices and strategies to implement vocabulary teaching and reading instruction in the classroom.

Room: 1060
Grade Level: All

Course 15. School-based Interventions for Adolescents with Social, Emotional, and Behavioral Needs
Talida State
Adolescents with social, emotional, and behavioral needs experience very poor outcomes with respect to academic achievement, school completion, and mental health status. The objective of this presentation is to describe a variety of evidence-based interventions implemented with high school students as part of a national center grant. In addition, contextual variables in high school settings that influence adoption and implementation of interventions will be discussed.

Room: 2011
Grade Levels: 6-12
Evaluations
3:30 - 3:45 PM

Please submit your yellow evaluation form on the first floor at all main exits in University Hall
A Special Thanks To:

MSUNER School Partners
for the raffle prize donations

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Jean Ann Slusarczyk for her
assistance in putting
together many of the beautiful
raffle gift baskets

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A Special Thanks To:

Dr. Leslie Wilson and the Agenda for Education in a Democracy for their financial support

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

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We hope you enjoyed the 2016 MSUNER Summer Conference!

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