

# FOCUS

State Support  
Team



SCHOOL IMPROVEMENT • SPECIAL EDUCATION • EARLY LEARNING • LITERACY

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## A New Name and New Focus

At the beginning of this school year, we introduced you to the State Support Team for Region 3, a new agency that combines regional services provided by the former Cuyahoga Special Education Service Center, the Cuyahoga SERRC, and Northeast Ohio Regional School Improvement Team (RSIT). The SST for Region 3 was charged with providing high-quality technical assistance and professional development to school districts, educational service centers, community schools, and families in Region 3, Cuyahoga County, in four service areas:

- **School Improvement** - designed to improve educational outcomes for all students, including students with disabilities and at risk learners
- **Special Education Compliance** - with federal and state mandates for serving students with disabilities and students at risk for school failure
- **Literacy** - services that include coaching on high quality literacy planning, instruction, and assessment
- **Early Learning and School Readiness** - focusing on compliance and high-quality instruction through technical assistance and professional development

### Our Mission – Improving Academic Performance for Every Student

The State Support Team for Region 3 has been working to blend what the region has come to expect in the way of services from the SERRC and RSIT, with new service areas and innovative ways to deliver them. The SST staff is working with district leaders, educators, related-service providers, and families to develop high-quality educational services that result in improved academic performance for every student.

### A New Focus for FOCUS

*FOCUS*, formerly the newsletter of the CSESC, has been going through a subtle transformation this year. Each edition attempted to “focus” on the SSTs four service areas. But, the transformation is complete with this edition as we “FOCUS” on School Improvement, Special Education, Literacy, Early Learning and School Readiness. We hope you like the new look and “focus” of the State Support Team for Region 3 newsletter.

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## New Regional Service Structure

The passage of Substitute House Bill 115 created a new state structure, called the Educational Regional Service System (ERSS), for regional service delivery. HB 115 called for development of a coordinated system of regional professional development and technical assistance be developed. The intent was to develop a system that “reduces the unnecessary duplication of programs and services and provide for a more streamlined and efficient delivery of educational services without reducing the availability of the services needed by school districts and schools.”

The legislation set up 16 service delivery regions in the state and mandated a new advisory structure including a state-level advisory board, known as the State Regional Alliance Advisory Board (SRAAB), 16 regional advisory councils (RAC), and state support teams (SST).

### State Regional Alliance Advisory Board

Ohio’s State Regional Alliance Advisory Board (SRAAB) is composed of individuals representing the 16 regions, the Ohio Department of Education, and the state legislature. Region 3, Cuyahoga County, is represented by Dr. Harry Eastridge, superintendent of the Educational Service Center of Cuyahoga County. *continued on page 8*

## Cuyahoga County Celebrates 19 Schools of Distinction

Congratulations to Cuyahoga County's schools listed among the Ohio Department of Education's 2006-2007 Schools of Distinction:

Chippewa Elementary School, <i>Brecksville-Broadview Heights City Schools</i>	Dentzler Elementary School, <i>Parma City Schools</i>
Hilton Elementary School, <i>Brecksville-Broadview Heights City Schools</i>	Pleasantview Elementary School, <i>Parma City Schools</i>
Chagrin Falls High School, <i>Chagrin Falls Exempted Village Schools</i>	Rocky River High School, <i>Rocky River City Schools</i>
Gurney Elementary School, <i>Chagrin Falls Exempted Village Schools</i>	Dorothy E. Lewis Elementary School, <i>Solon City Schools</i>
Garnett Elementary School, <i>Fairview Park City Schools</i>	Grace L. Roxbury Elementary School, <i>Solon City Schools</i>
Birch Elementary School, <i>North Olmsted City Schools</i>	Parkside Elementary School, <i>Solon City Schools</i>
Butternut Elementary School, <i>North Olmsted City Schools</i>	Solon High School, <i>Solon City Schools</i>
Forest Elementary School, <i>North Olmsted City Schools</i>	Solon Middle School, <i>Solon City Schools</i>
Spruce Elementary School, <i>North Olmsted City Schools</i>	Ridgebury Elementary School, <i>South Euclid-Lyndhurst City Schools</i>
Royal View Elementary School, <i>North Royalton City Schools</i>	

***“Case studies from the past two years show us that Schools of Distinction design excellent instruction and provide appropriate support to ensure that all students succeed”***

Susan Tave Zelman  
Superintendent of Public Instruction

At each of these nineteen schools, among just 96 schools in Ohio, at least 75 percent of their students, including students with disabilities, scored proficient or above on the achievement tests or the Ohio Graduation Tests in reading and mathematics last year. Schools named to the program will receive a Schools of Distinction banner for display in their buildings.

“Case studies from the past two years show us that Schools of Distinction design excellent instruction and provide appropriate support to ensure that all students succeed,” says Superintendent of Public Instruction Susan Tave Zelman. “These schools also set high expectations for their students, including students with disabilities, and enlist parents and community members in adopting a ‘whatever-it-takes’ attitude to help children learn.”

Steve Barrett, Associate Superintendent of North Olmsted City Schools, says, “It feels great to be named a School of Distinction. Our teachers and kids have worked really hard over many years and not met AYP. To meet AYP at all of our primary schools (Butternut, Birch, Spruce and Forest) just shows that they have made a concerted effort to improve. Hard work really pays off.”

Kim Dittmann, Pupil Services Director at North Olmsted City Schools, explains what elements they put in place last year that they feel resulted in being named a School of Distinction. “Over the spring and summer of 2006, we trained staff on using AIMSweb which is the program we are currently using to measure progress in basic reading, reading comprehension and math skills. We benchmark students three times per school year and provide interventions in those academic areas throughout the school year. Decisions are made as to the necessary intervention (time of intervention and intensity of the intervention) that will assist the child to make progress in these academic areas.”

She continues, “We had lots of dialogue with our staff about what was working in our buildings and the things we needed to share and align. Vertical and horizontal meetings really helped us focus on high-impact strategies. Administrators made a concerted effort to get the right materials in the hands of teachers. Hard work does not pay off always, unless it is focused. We added accountability measures and professional development to align instruction with the academic content standards. In addition, we encouraged our students to work harder. We know that the work ethic students will need to survive and thrive in the 21st Century needs to be better and stronger than it ever has been. Our kids responded and really worked hard.”

“We continue to provide high-quality professional development for our teachers and administrators. The State Support Team for Region 3, Kathy Jillson and Dave Lenigan have steered us to the kinds of staff development we have needed,” Dittmann concludes.

During the 2005-2006 school year, Cuyahoga County celebrated 12 schools to receive the prestigious recognition as Schools of Distinction. With 19 schools this year, let's hope this upward trend continues!

# Accountability for Results Tools You Can Use

## Ohio's Statewide Mandatory Assessments

### Ohio Achievement Tests

Ohio's students are assessed on their knowledge of and skills in the core content subjects of reading, math, science, social studies, and writing.

Aligned to the state academic content standards, the assessments measure what students know and are able to do.

Students in grades three through eight are given Ohio Achievement Tests (OATs) as follows:

- Reading and Math (grade 3)
- Reading, Math, and Writing (grade 4)
- Reading, Math, Science, and Social Studies (grade 5)
- Reading and Math (grade 6)
- Reading, Math and Writing (grade 7)
- Reading, Math, Science, and Social Studies (grade 8)

### Ohio Graduation Tests

Students who are in grade 10 take the Ohio Graduation Test (OGT), replacing the previously administered Ninth-Grade Proficiency Test. Students who do not pass the OGT in the 10th grade may continue to attempt to pass the test during administrations in 11th and 12th grades.

The Ohio Graduation Test (OGT) is an important part of Ohio's standards-based education system. The assessment is rigorous, aligned to the academic content standards, and measures what students know and are able to do in reading, writing, mathematics, science and social studies. The purpose of the test is to ensure that students receiving a diploma demonstrate competence in core curriculum and meet federal requirements for high school testing.

### Ohio's Statewide Testing Website

Keys to Ohio Achievement and Graduation Tests

Ohio's Statewide Testing Web Site (Success) was created by the Ohio Department of Education for the OAT and OGT. The interactive site helps teachers align their classroom instruction, offers previously released test questions, interprets student scores, and selects appropriate activities.

The testing web site offers an overview of the tests and types of information assessed in core areas at each grade level. The site can be reviewed without a password or registration for access to general information and resources. Students can take practice tests and receive feedback about their responses. The site shows students and their teachers what information they need to learn for each proficiency level within a content standard. Standards and benchmarks are illustrated for each question. Scoring rubrics and samples of written work are also included.

By using passwords assigned by ODE building principals, district administrators, and teachers can use the site to access district, building, class, and individual student data and reports. This system lets you:

- Download the student files of your district for current 2007 assessments
- Print copies of current family score reports
- See and print summary reports on how your school or district scored at the overall, standard, and proficiency levels
- Analyze your own data
- Re-roster and transfer students between schools, and make classroom rosters

### Staff Can Assist with Data Tools for Success

State Support Team Region 3 consultants are trained in the use of the Ohio Statewide Testing web site and can demonstrate to regional educators ways the data tool can assist them. The Ohio Statewide Testing web site is available at [www.success.ode.state.oh.us](http://www.success.ode.state.oh.us).

For a password and login information, contact your building principal or district administrator.

The Ohio law that governs the achievement and graduation tests is available from [codes.ohio.gov](http://codes.ohio.gov)

Information and assistance with the Ohio Statewide Testing Web Site and portal is available by calling the test contractor, American Institutes for Research, at 888-944-5001 or emailing [ohhelpdesk@air4.org](mailto:ohhelpdesk@air4.org).

### How Does Your School Measure Up?

In its second year, Measure Up is proving to be a valuable tool for data. The electronic tool helps educators understand the Local Report Card and how to interpret the test data it contains.

Measure Up lists data by district and building, includes explanations of Ohio Department of Education definitions and references, and offers visual displays and explanations of data pertinent to determining report card ratings, including state indicators, adequate yearly progress, performance index scores.

The visual components highlight the areas that need attention and can show trends when they are available. The Measure Up tool also provides easy-to-understand explanations of federal and state requirements.

Measure Up was created through a joint effort of the Ohio Department of Education's Office for Exceptional Children, Ohio Association of Elementary School Administrators, and Ohio Association of Secondary School Administrators. It was designed by the Center for Special Needs Populations at The Ohio State University.

Measure Up is downloadable from the Ohio School Leaders Web site at [www.ohioschoolleaders.org](http://www.ohioschoolleaders.org). It is available without password.

The State Support Team Region 3 staff is trained in the use of Measure Up and can offer additional training or information.

## RECORD TURNOUT FOR 10TH ANNUAL RECREATION FAIR



What does a lizard, chinchilla, Little Red Riding Hood, face painting, arts and crafts, and the Soap Box Derby all have in common? If you answered the 10th Annual Recreation Fair on February 23, you are correct.

Record attendance made this year's Recreation Fair unforgettable for the more than 500 people who joined in the fun at St. Michael's Woodside in Broadview Heights. The event offered a host of fun activities for children as parents collected valuable information on exciting summer recreational opportunities for children with disabilities. The Annual Recreation Fair is sponsored by the State Support Team for Region 3, Center for Mental Retardation – The Arc of Cuyahoga County, and Parent Mentor Network of NE Ohio.

Despite its 10-year history, this was the first year that Roseanne Businski, of Parma Heights attended with her husband and four children, three of whom have disabilities. "I think this fair is wonderful. It's great that all of these people came together today, giving up their own Saturday, to do this for the children and adults with disabilities."

One thing the proud mother has learned in raising her children is "Keep loving them for who they are. They are a child of God. Just treat them as normal as can be but with a disability," says Mrs. Businski. She encourages parents who missed it this year to come to the Recreation Fair next year.





Exhibitors included Beck Center for the Arts, Believers Academy Summer Enrichment Program, Cleveland Music Settlement, Challenger Baseball East and West, Akron Rotary Camp for Special Needs, Cuyahoga Valley National Park Association, Therapeutic Riding Center, Royalton Music Center, Community United Head Start, Cuyahoga County Board of MRDD, Help Me Grow, Academy Performance Coaching, Lake Erie Nature and Science Center, Achievement Center for Children, Camp Quality, Youth Challenge, SOAR, Discovery Toys, Recreation Unlimited, Mobility Works, CYO Camp Christopher, Cleveland Metropolitan Zoo, Institute of the Great Outdoors, and many others. Plan to come next year!



## Early Learning & School Readiness Update

### Early Learning Program Guidelines for Preschool Special Education

Ohio's Early Learning Program Guidelines represent an evidence-based framework upon which early childhood program staff can design high-quality environments and services for young children. Initial implementation of the Guidelines for Preschool Special Education programs (PSE) will begin July 1, 2008. During the current school year, PSE programs began a four-step process to prepare for the Guidelines' implementation. The program leadership team should have Study Forms and Plan Review Workbook-Rubrics completed at this time so team can complete the last two steps of implementation.

By April 2008, each leadership team must complete the Plan Review Summary Sheet and submit it to ODE/OELSR. The Plan Review Summary Sheet is a record of the scores that the team has assigned to the four themes of the Guidelines. The four themes are:

- All Children are Born Ready to Learn
- Environments Matter
- Relationships are Influential
- Communication is Critical

Each leadership team must utilize the Documentation of Continuous Improvement Form to discuss and identify the team's top priority for improvement. The top priority choice must then be submitted to ODE/OELSR by July 2008. Completion of these last two steps will result in the PSE program's commitment to utilize the Early Learning Program Guidelines as part of the program's continuous improvement process in future years. For information and resources to support the Guidelines' implementation, please visit the ODE website: [www.ode.state.oh.us](http://www.ode.state.oh.us) and type "Early Learning Program Guidelines for Preschool Special Education" in the Search box.

### Early Intervention (Part C) to Preschool Special Education (Part B) Transition

Local Education Agencies (LEAs) are congratulated for their ongoing efforts to meet the federal requirement that children transitioning from early intervention (Part C) to preschool special education (Part B) have an IEP in place and implemented by the child's third birthday. ODE/OELSR will continue to monitor LEAs for expected 100% compliance.

To support continuing efforts, two new resources regarding transition are available to LEAs and Help Me Grow providers. They include:

- Revised (Fall 2007) Interagency Agreement between Help Me Grow of Cuyahoga County, LEAs, Cuyahoga County Board of Mental Retardation and Developmental Disabilities, CEOGC Head Start and Starting Point
- Age 3C2B Transition: Early Intervention to Preschool Special Education-Local Education Agency (LEA) Responsibilities. This resource summarizes the most recent guidance, information and EMIS data documentation regarding transition from ODE. This resource will become part of a new Administrative Guide that is being developed by ODE as a companion to the July 1, 2008 Operating Standards for Ohio's Schools Serving Children with Disabilities.

### Early Childhood Outcomes

LEAs, ESC of Cuyahoga County and CCBMRDD are reminded that the progress of all preschool children with disabilities will be documented again in spring 2008 using the Child Outcome Summary Form. Preschool special education staff will repeat the process of using the Child Outcome Summary Form to report the progress of all preschool children with disabilities (regardless of the type of service) during spring 2008.

Three outcomes must be measured for each preschool child with a disability:

- **Positive social-emotional skills (including social relationships)**
- **Acquisition and use of knowledge and skills (including early language/communication and early literacy)**
- **Use of appropriate behaviors to meet their needs**

The outcome data fulfills an Office of Special Education (OSEP) requirement that each state must report outcomes data as indicated in the states' Annual Performance Report (APR).

For further information about any of the above information, please contact Linda Koren, Early Childhood and Family Services Coordinator, at 216-524-2770 or [linda.koren@sst3.org](mailto:linda.koren@sst3.org) (please note new email address).

### Kindergarten Readiness Assessment for Literacy (KRA-L) Data Now Available

Two years of Kindergarten Readiness Assessment-Literacy (KRA-L) data (fall 2005 and fall 2006) is now available on the ODE website. The data shows the average scores and aggregate student scores by district in three bands. Educators can use the score bands as guides when deciding on further assessments for students, pinpointing the need for intensive, targeted or enriched instruction for the children.

To access these data, a KRA-L Score Interpretation Guide, and more, search KRA-L at [www.ode.state.oh.us](http://www.ode.state.oh.us)

## Literacy Update: Regional Literacy Consultants

### Regional Literacy Consultants (RLC)

#### Ohio Project Provides Regional Assistance

The Office of Literacy funds full-time Regional Literacy Consultants (RLC) across the state. Regional Literacy Consultants coordinate with administrators and School Literacy Consultants to develop and implement comprehensive plans for literacy intervention and prevention. The consultants also provide ongoing professional development grounded in scientifically based reading research to School Literacy Consultants in order to ensure the fidelity of literacy and content instruction across the state.

#### Elaine Banks and Patricia Prunty Region 3 Literacy Consultants

Pat Prunty and Elaine Banks are the Regional Literacy Consultants with the State Support Team Region 3. They lead and manage school and district literacy data collection, disaggregation, and literacy planning in order to broker appropriate literacy products, programs and services. As RLCs, they ensure the appropriate implementation of Ohio literacy initiatives.

Four school districts are currently involved in the School Literacy Consultant Project in Region 3: Cleveland Metropolitan School District, with five School Literacy Consultants; East Cleveland City Schools with four School Literacy Consultants; Bedford City Schools, with three School Literacy Consultants; and Warrensville Heights City Schools, with four School Literacy Consultants.

For information on the RLC Project, contact Elaine Banks at 216-901-4248, ([elaine.banks@esc-cc.org](mailto:elaine.banks@esc-cc.org)) or Pat Prunty at 216-901-4244, ([pat.prunty@esc-cc.org](mailto:pat.prunty@esc-cc.org)).

#### For More Information

- Reading First Ohio Web site is available from [www.readingfirstohio.org](http://www.readingfirstohio.org)
- Ohio Department of Education's Literacy Web site, including links for professional development, the Regional Literacy Program, and more is available from [www.ode.state.oh.us](http://www.ode.state.oh.us) (from the homepage, choose "Learning Conditions and Supports" and then "Literacy Improvement")

## Let Your ARTS Shine

Don't miss the 25th annual Very Special Arts Eestival, "Let Your ARTS Shine," on Thursday, May 15, from 9:30 a.m. to 2 p.m. at the Cuyahoga County Fairgrounds, (Bldg. # 23) in Berea, celebrating the Silver Anniversary of VSA Arts of Ohio, Cleveland Area Service Division. This festival is free and open to the public; however pre-registration of groups planning to attend is required.

The day-long event offers fun activities in a noncompetitive environment. Children will enjoy the hands-on art experiences creating shiny, glittery, lustrous and sparkly items while watching live performances throughout the day.

This event is sponsored by the Aurora VFW Post 2629, Chagrin Valley Women's Club, North Shore Car Wash Services, Inc., Mahdi

Caravan No. 142, Order of the Alhambra, Sultanas Mahdi Caravan, Order of the Alhambra in cooperation with Cuyahoga County Board of MR/DD, State Support Team Region 3, Cuyahoga County Fair, NASA Glenn Research Center and VSA ARTS of OHIO.

For more information or to receive a pre-registration packet, please contact Veta Groth at (216) 344-1761.

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## **Regional Advisory Council**

Each of the 16 regions in the state has a Regional Advisory Council (RAC). HB 115 prescribes some required members of the RAC, but regions may include additional members as well. The Region 3 Regional Advisory Council members are:

**Harry Eastridge**, *Educational Service Center (ESC) of Cuyahoga County*

**Jennifer Felker**, *Educational Service Center (ESC) of Cuyahoga County*

**Kathe Shelby**, *Educational Service Center of Cuyahoga County*

**Joffrey Jones**, *Euclid City Schools*

**Peter Guerrero**, *Cuyahoga Heights Local School District*

**Terry Ryan**, *Cuyahoga County Board of MRDD*

**Eugene Sanders**, *Cleveland Metropolitan School District*

**Pamela Smith**, *Cleveland Metropolitan School District*

**Sarah Zatik**, *Parma City Schools*

**Matt Gdovin**, *NEOnet*

**John Mitchell**, *Lakeshore Northeast Ohio Computer Association (LNOCA)*

**James Turk**, *Lake-Geauga Computer Association (LGCA)*

**Lloyd Wright**, *Lake Erie Educational Computer Association (LEECA)*

**Brian Yusko**, *Cleveland State University*

**Terry Butler**, *Cuyahoga Community College*

**Eric Brunton**, *South Euclid-Lyndhurst City School District*

**Kathleen Kapusta**, *Independence Local School District*

**Kevin Staller**, *Educational Service Center (ESC) of Cuyahoga County*

**Tony Miceli**, *Educational Service Center (ESC) of Cuyahoga County*

**Roscoe Schlachter**, *Cuyahoga Valley Career Center*

**Don Ferfolia**, *Ferfolia Funeral Homes*

**Russell Fortlage**, *Representing Cuyahoga County*

**Reuben Harris Jr.**, *State Farm Insurance*

**William Wendling**, *Wendling Communications*

**Roy Norris Jr.**, *WVIZ/Ideastream*

**Mary Ann Fredrick**, *American Federation of Teachers*

**Beth Hargreaves**, *Ohio Department of Education*

**Paula Kucinic**, *Educational Service Center (ESC) of Cuyahoga County*

**Pat Prunty**, *State Support Team Region 3*

Each Regional Advisory Council has five mandated subcommittees: school improvement, educational technology, professional development, special education, and data acquisition. Members of the subcommittees include administrators, teachers, professors, parents, and others who have knowledge in the assigned area. The Region 3 Regional Advisory Council meets quarterly.

## **State Support Teams**

The 16 State Support Teams (SSTs) are part of the overall state structure for regional service delivery, but they have specific, required focus areas and targeted priorities that are not required of the Regional Advisory Councils. State Support Teams are responsible for the regional delivery of school improvement, special education compliance, literacy, and early learning and school readiness. SSTs carry out the regional work of the Office for Exceptional Children, Office of Literacy, Office of Early Learning and School Readiness and the Office of Field Relations by providing technical assistance and professional development within its region.

The SST Region 3 includes the staff and services formerly provided by the Cuyahoga Special Education Service Center, the Cuyahoga SERRC, and the Northeast Regional School improvement Team (RSIT).

## **For More Information**

- An on line copy of Substitute House Bill 115 is available from [www.legislature.state.oh.us/bills.cfm?ID=126\\_HB\\_0115](http://www.legislature.state.oh.us/bills.cfm?ID=126_HB_0115)
- Educational Regional Service System information is available from [www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=1819](http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=1819)
- Brief look at the Educational Regional Service System (ERSS)
- Detailed contact information for each of the 16 SSTs and a location map can be found by searching State Support Teams Contacts at [www.ode.state.oh.us](http://www.ode.state.oh.us)

## Summer to sizzle with exciting PD offerings!

The International Dyslexia Association Northern Ohio Branch, Bay Village City Schools and State Support Team for Region 3 have teamed up to offer an exciting line up of professional development offerings to educators throughout Cuyahoga County this summer. Sharpen your skills along with your pencils as you gear up for another challenging yet rewarding 2008-2009 school year. Space is limited so register today:

### Friday, June 13, 2008

Tim Rasinski, Ph.D., from Kent State University, will present, *“From Phonics to Fluency to Proficient Reading: Helping All Students Achieve Competence in Reading.”*

In this presentation, Dr. Tim Rasinski will provide theoretical research background and definition to phonics and fluency. He will share approaches to assessing and monitoring progress in these key aspects of reading. Finally, he will share effective and engaging strategies for teaching these all-important reading components that will move students toward better comprehension and greater proficiency in reading.

### Monday & Tuesday, June 16-17, 2008

David Berg, Ph.D., University of California, Berkeley, will present, *“Making Math Real: An Overview.”*

Making Math Real is a multisensory-structured program designed to reach the full diversity of learning styles in the classroom so that ALL children become proficient at fundamental math skills. Participants learn to break math down to its concrete, core elements using hands-on, manipulative-based activities demonstrated by the instructor.

### Wednesday & Thursday, June 18-19, 2008

David Berg, Ph.D., University of California, Berkeley, will discuss, *“Making Math Real – The Nine Lines.”*

This is the only Making Math Real course for learning and applying the 9 Lines symbol imaging mental organizer for developing automaticity with multiplication facts and direct application to division, fractions and more. The 9 Lines is a crucial Making Math Real unifying system for connecting elementary content to higher-level mathematics through algebra and calculus.

### Monday & Tuesday, June 23-24, 2008

Corey Zylstra, Ph.D., Surrey College, B.C. and REACH O-G Learning Center, will present, *“Sensational Syllables.”*

Recognition and reinforcement of syllable patterns aids in decoding unfamiliar words, in reading fluency, and in the encoding abilities of our students. Not only can this knowledge be valuable for reading and spelling, but games and activities using visual, tactile/kinesthetic linkage can be an amazing tool to keep your students enjoying this work while connecting with the skills multi-sensorially. Workshop attendees will be provided with practical handouts that include several hands-on, fun activities that can be integrated in upcoming lessons

### Monday, Tuesday, & Wednesday, June 23-25, 2008

Lori Josephson, M.A. and Karen St. Amour, M.A., Wilson Language Trainers, will discuss, *“Wilson Reading System: Introductory Workshop / Applied Methods.”*

This 15-hour workshop presents multisensory structured language principles and techniques of the WRS program. It provides hands-on and practical training to teachers implementing the WRS Intervention Model. The training includes:

- Reading research
- 10 Critical Points of the Wilson Reading System
- Teaching with direct, multisensory methods
- Program implementation, student placement, scheduling
- Group lesson instruction
- Blocks 1, 2, and of the WRS Lesson Plan - modeling and practice

*Note: This program is limited to 30 participants*

**For more information and/or to register log on to: [www.wilsonlanguage.com](http://www.wilsonlanguage.com). Click on Professional Development then Applied Methods workshop or call 1-800-899-8454 ext. 0.**

### Wednesday, June 25, 2008

Corey Zylstra, Ph.D., Surrey College, B.C. and REACH O-G Learning Center, and Shannon Green, Ph.D., REACH O-G Learning Center, will present, *“Phonological Awareness to Phonics.”*

This practical and dynamic workshop will lead participants through all the components of phonological awareness, including how to identify each of the sub-skills and strategies for teaching, the importance of multisensory teaching (MSLE) and the explicit teaching of blending for early decoders. Participants will finish the day with materials to take away that can be put to use as soon as you are back in your classroom!

### **Thursday & Friday, June 26-27, 2008**

Stacy Williams, Ph.D., Case Western Reserve University, and Mace Mentch, Ph.D., Case Western Reserve University, will discuss, *“Wired for Success: Digital Games, Simulations, and Virtual Worlds for Language and Literacy Instruction.”*

Digital games, simulations, and virtual worlds are powerful media tools for building language and literacy skills, creating community among students and enhancing critical thinking and problem solving skills. These applications promote learning in a safe, controlled, learner-centered environment wherein students can repeatedly practice a range of skills without the risk of failure.

*Approval for ASHA CEU's is pending.*

### **Tuesday & Wednesday, July 1-2, 2008**

Trish Harpring, M.Ed., M.A., Director of Learning Enhancement, Laurel School and Bill Poynter, Private Tutor, Staff Development Trainer will discuss, *“Visualizing and Verbalizing®.”*

This training will give you the tools to help your students improve their reading and listening comprehension. We'll present a two-day workshop based on Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®) by Nanci Bell. Participants will learn a structured, systematic way to enhance language comprehension for students of any level. By utilizing visualization techniques, students can better understand and remember what they have read and heard. This process can also help students better express what they know. Students who read well but still don't understand or remember what they have read will benefit from these techniques.

### **Monday & Tuesday, July 21-24, 2008**

Lori Josephson, M.A. and Karen St. Amor, M.A., Education Consultants, Wilson Language Trainers, will present, *“Teaching Written Language Skills: Utilizing Multisensory Methods to Teach Grammar, Sentence Structure, and Paragraphing.”*

Written language is often described as the most difficult skill for many students. This course will help you to help your students reach their goals and attain proficiency in the written word. Starting at the sentence level, participants will be guided through written language skills beginning with penmanship and ending with the five-paragraph essay. The course content is appropriate for students in grade 1 through college level.

### **Monday, August 4, 2008**

Tim Rasinski, Ph.D. Kent State University, will introduce, *“Effective Teaching of Vocabulary, Comprehension and Writing.”* Vocabulary, Comprehension, and Writing are, without question, essential to students' full literacy development. Daily instruction should be aimed at developing all three of these competencies. In this workshop Dr. Timothy Rasinski will present methods, strategies and activities that can be part of daily instruction and that will improve students' performance in each of these areas. These strategies are also ones that students will find engaging and enjoyable and will lead to a greater appreciation of English as a means of communication and reflection.

### **Monday, August 4, 2008**

Denise Falcon, M.A., Reading Consultant, Private Tutor, will present, *“Assistive Technology 101.”*

This class will explore the different assistive technologies that are available for struggling students. Applications will span from “free” and very user friendly to more costly and labor intensive programs. Programs that help students organize work, make their text speak, predict words, use on-line dictionaries and thesauruses, are some of the technologies that will be presented. Specific programs demonstrated and discussed will be Inspiration, Writers Companion, Read and Write Gold, Kurzweil, Dolphin Software, Bookshare.org, Reading for the Blind and Dyslexic, along with free tools available with Microsoft Word.

*Note: Computers will be provided for this program.*

### **Tuesday, August 5, 2008**

Lori Aguilera, M.A., Kathy Jefferson, M.S., Pacific Union College, will discuss, *“Meeting the Needs of Students in an Inclusion Classroom.”*

Help! James can't read, Chelsea can't do math, Sharon can't write, and Nick has ADHD! Every classroom has students that struggle with learning disabilities.

Teachers want to work with these students to help them become more successful, but often do not know what to do.

This workshop is designed to first, help teachers identify the characteristic of students who have: dyslexia, dyscalculia, dysgraphia, developmental delays, visual/auditory perception, and ADHD. It will then give teachers accommodations, teaching strategies and resources that they can use in their classroom to work with students with Learning Disabilities. Each participant will also be given a “Learning Disability Handbook” and a “Reading Comprehension Strategies” book. After this workshop teachers will feel better prepared to meet the individual needs of their students, so that each child will become more successful in the classroom.

### **Wednesday & Thursday, August 6-8, 2008**

Lori Josephson returns to present, *“Advanced Multisensory Structured Language: Teaching the Student with Specific Learning Disabilities in Reading, Writing, Spelling and Penmanship.”*

This course is designed for individuals who have completed the Introduction to Multisensory Structured Language and/or Wilson Certified Level 1 Training. This course provides a great opportunity to fine-tune skills, ask questions, and network with colleagues. The course content is appropriate for students in grades 4 through college level. It includes a live demonstration with advanced MSL concepts and discussion of implications of Advanced MSL on grammar instruction, written language, reading comprehension, fluency, and vocabulary development. Time will be allotted for participant input and a make it/take it session.

### **Monday & Tuesday, August 11-12, 2008**

Rebecca Tolson, Certified Academic Language Therapist, Southern Methodist University, and Vicki Krnac, Certified Academic Language Therapist, Southern Methodist University, will discuss, *“Spelling! Make it Fun! Make it Challenging! Make it Multisensory!”*

Having trouble engaging your students? Motivate students of different learning styles with hands-on, dynamic activities you can use in your classroom! This is a hands-on interactive workshop using Orton-Gillingham principles emphasizing effective, research-based methods for teaching spelling.

### **Tuesday & Wednesday, August 12-13, 2008**

Mark Forget, Ph. D., University of Findlay, will discuss, *“Max Teaching with Reading and Writing.”*

Max Teaching presents a framework of instruction for the acquisition of literacy skills along with content area knowledge. Dr. Forget will address three steps that facilitate active engagement of students, allowing the brain to function at its highest level. Before reading, teachers can motivate students by helping them to recall and add to their prior knowledge of the topic to be studied, and to set their own purposes for reading. During reading, teachers can help students maintain their purpose and monitor comprehension while acquiring new information. After the reading, teachers can facilitate higher order thinking, to extend beyond the text.

### **Wednesday, & Thursday, August 13-14, 2008**

Monica Gordon-Pershey, Ed.D., CCC-SLP, Cleveland State University, and Rebecca Richards, M.A., CCC-SLP, Solon City Schools, will present, *“Literacy Development in Students with Communication Disorders.”*

This workshop will address school-based SLPs' questions about literacy interventions: How are students' language deficits related to literacy difficulties? What is the link between literacy intervention and speech/language intervention? How can school-based SLPs formally or informally assess the literacy abilities of students with special needs in order to identify the help students would need in order to be able to access the general curriculum? How can IEP goals/objectives be enhanced to include literacy interventions? How can student progress be tracked? Further, issues pertaining to collaboration with teachers and tutors will be addressed. Special emphasis will be placed on the SLP's role in incorporating curriculum in vocabulary and comprehension into school speech/language services. Course participants will explore how to prepare students for mandated achievement testing in reading. This is an interactive workshop that will include small group break-outs for discussion and time for individualized planning of intervention strategies.

**For more information and to register for these workshops, call SST3 at 216.524.2770 or Larry Orach, Bay Village City Schools, at 440-617-7311**



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# FOCUS



SCHOOL IMPROVEMENT • SPECIAL EDUCATION • EARLY LEARNING • LITERACY

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