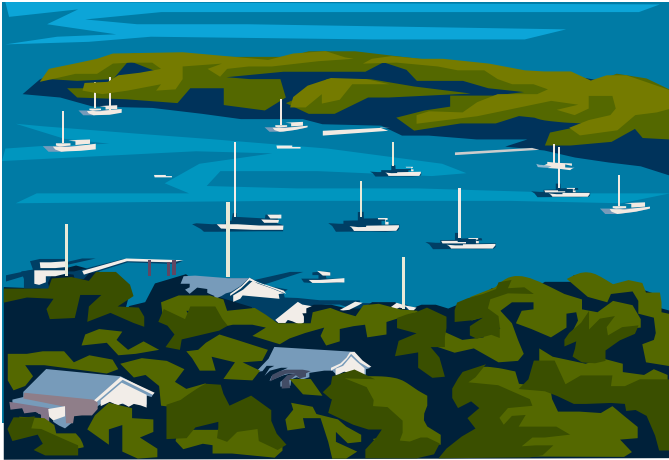


CBEA College

Casco Bay Educational Alliance
Professional Development Opportunities



*Colleagues from seven school
districts learning and working
together to increase student
achievement*

*Cape Elizabeth Falmouth Freeport
MSAD 51 MSAD 62 South Portland
Yarmouth*

CBEA COURSES

Graduate Courses *3 Graduate Level Credits*

- Effective Practices in K-3 Literacy
~Marge Ryer (South Portland)
- Using Technology to Deepen Student Understanding of Content ~Sue Palfrey (Falmouth)
- Planning Backward ~Ken Murphy (Yarmouth)
- Science Inquiry ~ Andrew Njaa (Falmouth) Nancy Chesley (MSAD51) and Anita Bernhardt (Falmouth)

Dine and Discuss

Back By Popular Demand

- Dine and Discuss: 7-12 Literacy in the Content Area
~Lorrie King (Yarmouth) *10 Contact Hours*
- Dine and Discuss: Facilitating Professional Learning Communities ~Catherine Glaude (Yarmouth) *10 Contact Hours*

New

- 3-8 Literacy ~Stephanie Robinson, Stephanie Gautreau, Karin Felmy (Yarmouth) *12 Contact Hours*
- Introduction to Information Literacy ~ Connie Burns and Steve Koelker (South Portland) *12 Contact Hours*

Seminars

- Difficult Conversations—How to Turn Them Into Learning Conversations ~ Joan Adler, Jane Golding, Jodi McGuire, Katie Milliken (Yarmouth) *14 Contact Hours*
- Mentoring and Peer Coaching ~Jane Golding (Yarmouth)/Barbara Powers (Falmouth) *12 Contact Hours*
- Introductory Leadership Skills for Teacher Leaders ~Jane Golding (Yarmouth)/Barbara Powers (Falmouth) *14 Contact Hours*

User Groups

- DIBELS: Training for Teams Administering DIBELS ~ Linda Crumrine (MSAD 51) *14 Contact Hours*
- Power School: Training and Support for Secretaries and Administrative Assistants

Effective Practices in K-3 Literacy

~Marge Ryer

The K-3 Literacy Course provides educators with an overview of the scientifically based reading research behind literacy development practices. It moves from this broader perspective to a more detailed outlining of the research, instructional strategies, and assessments related to the five essential elements of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary.

Educators' understanding of the school traits and classroom practices that result in effective literacy programs will be developed through:

- Participatation in discussions based on assigned readings and application activities which reflect their instructional settings.
- Examination of the research behind each session topic.
- Engagement in sample assessment and instructional activities.
- Viewing of videotapes of best practices and exemplary literacy instruction.
- Classroom visits to colleagues.
- Classroom visits by the instructor to provide support.

Marge Ryer has been the Reading Recovery Teacher Leader for Site 101 based in South Portland and serving districts in Southern Maine. Marge has earned her CAS in Literacy and taught several graduate level courses in literacy for University of Maine in Orono.

Location, Dates and Time:

Dyer School, South Portland
4:00-6:30 PM

October 5,19, 2006

November 2, 16, 30, 2006

December 14, 2006

January 4, 18, 2007

February 1, 15, 2007

March 1, 15, 29, 2007

April 26, 2007

May 10, 2007

3 Graduate Level Credits



Using Technology to Deepen Student Understanding of Content

~Sue Palfrey

Using Technology to Deepen Student Understanding of Content is a Professional Learning Unit for High School Teachers. Participants in the graduate level course will explore the following essential questions:

- Why should students use technology on a regular basis to support their learning?
- What does high quality teaching and learning with technology look like?
- How does one know when use of technology is worth the cost and time invested in learning new technologies?
- How can teachers and students expand their repertoire of instructional technologies by learning how to learn specific technology options?
- How does one choose which technologies to use when designing curriculum units?
- How do we know when use of instructional technologies is significantly improving student learning?
- Why is it important to differentiate instruction?

Sue Palfrey is Director of Student Planning and Learning Options in Falmouth.

Location, Dates and Times:

Plummer-Motz Elementary School-Falmouth
August 9, 10, 11, 23, 24 8:30AM-3:00PM
October 4 (Follow Up) 3:00PM-7:30PM
November 1 (Follow Up) 3:00PM-7:30PM

3 Graduate Level Credits



Planning Backward ~Ken Murphy

Class activities and readings will provide teachers with an understanding of the relationship among Curriculum design, assessment, and instruction. Teachers will develop units for use in their classrooms. We will explore these relationships from a classroom, school, district, state, and national perspective. In addition, we will consider how teachers working collaboratively in professional learning communities enhance curriculum, assessment, and instruction and thus student learning.

Ken Murphy is the Superintendent of Schools in Yarmouth and teaches in The Graduate Program at the University of Southern Maine. Ken has been teaching in the CBEA Leadership for Tomorrow's Schools Program.



Location, Dates and Time:

Falmouth Middle School

Saturday, October 7	8:30-4:30
Thursday, October 19	4:00-8:15
Friday, November 10	8:30-4:30
Thursday, December 7	4:00-8:15
Thursday, January 4	4:00-8:15
Saturday, January 20	8:30-4:30

3 Graduate Level Credits

Science Inquiry

Andrew Njaa, Nancy Chesley and Anita Bernhardt

This course is designed to take you through a sequence of sessions to define inquiry, recognize inquiry, design inquiry-based curriculum, experience inquiry, assess inquiry, and integrate inquiry and literacy instruction. Participants will:

- Become familiar with the National Science Standards Documents
- Gain a working knowledge of scientific inquiry
- Learn assessment strategies to gauge student understanding
- Learn basic inquiry and standards-based curriculum design
- Maintain the integrity of science as a discipline when integrating across content areas
- Implement your learning into an educational experience for students

Andrew Njaa has taught Physics and Chemistry for nearly 20 years, the last nine at Falmouth High School. Through Maine Science and Math Alliance, he is a member of the Governor's Academy.

Nancy Chesley has taught elementary school since 1980 in MSAD #51, Cumberland/North Yarmouth. In 2000 Ms. Chesley received the Christa McAuliffe Fellowship and worked with teachers to integrate NASA educational materials into their curriculum.

Anita Bernhardt has taught middle school science in Falmouth since 1983 and for the past two years has served at the Maine Department of Education. In her position as the Distinguished Educator for the Review of the Maine Learning Results she is guiding the revision process for the state's education standards.

Location, Date and Time

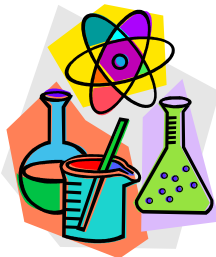
Falmouth High School

August 22, 23, 24 8:30 - 3:30

September 28 4:00 - 8:00

October 19 4:00 - 8:00

3 Graduate Credits



Back by Popular Demand

Dine and Discuss: 7-12 Literacy in the Content Area

~Lorrie King (Yarmouth) 10 Contact Hours

The underlying question driving all these sessions will be, "How can content area teachers infuse sound literacy practices into their curriculum, especially if literacy is not an area of expertise?" The underlying goal is to help teachers determine what their individual needs are (based on current level of knowledge and skill in implementing literacy strategies) and then offer a variety of approaches that can be easily customized to each person's unique teaching situation.

Lorrie King, Literacy Specialist at Yarmouth High School, has 28 years of classroom and presentation experience.



Location, Date and Time

Keeley The Katerer, Portland 4:15-6:45 PM

September 28, 2006 November 16, 2006

October 19, 2006 January 11, 2007

Dine and Discuss: Strategies and Tools for Fostering Professional Learning Communities ~Catherine Glaude

(Yarmouth) 10 Contact Hours

This series is designed to offer team leaders a variety of facilitation tools and resources to assist their teams in becoming professional learning communities focused on improving student learning. Each session builds upon the outcomes of the previous session. The sessions will be interactive with participants discussing and making applications to the Professional Learning Community, and the skills needed by a team leader to promote this development.

Catherine Glaude is Facilitator of School Improvement and Principal of William H. Rowe School in Yarmouth. Catherine is the author of the book, "Protocols for Professional Learning Conversations"

Location, Date and Time

Rowe Elementary School, Yarmouth 4:15PM-6:45 PM

September 20, 2006 November 15, 2006

January 10, 2007 October 18, 2006

Grades 3-8 Literacy

**~Stephanie Robinson, Stephanie Gautreau,
and Karin Felmy**

The underlying question that serves as the foundation for the sessions is, "How can you use literature to engage students with a variety of ability levels and interest areas?" The underlying goal is to help teachers become familiar with and incorporate the various components of reading, to identify ways to use before, during, and after reading strategies, and to effectively use literature to teach writing mini-lessons.

Each session of the Dine and Discuss series will connect to the underlying question and goal related to the use of literature in classroom practice. Information will be presented in a variety of means. The fourth session will be culmination of the material shared and discussed in the prior sessions.

Stephanie Gautreau is the Grade 2-3 looping teacher at Yarmouth Elementary School. Stephanie has taught grades 4-12 special education for eleven years and is a certified K-12 Literacy Specialist.

Stephanie Robinson has been a teacher in public education for ten years and is now a sixth grade language arts and social studies teacher in Yarmouth.

Karin Felmy is a fourth grade teacher at Yarmouth Elementary School. Karin student taught fifth grade in Melbourne, Australia. She has also served on her school's Child Study Team.

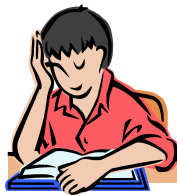
Location, Dates and Time:

Rowe Elementary School, Yarmouth
4:15PM-7:15PM

October 25
November 15

January 17
February 7

12 contact hours



Introduction to Information Literacy: A Skills Approach to Information and Communication Technology

~Steve Koelker & Connie Burns

With the burgeoning of information, we know that we cannot teach our students everything, but we can prepare them for anything. The core of this course will be drawn from the work of the Partnership for 21st Century Skills.



These skills include:

- Emphasizing learning skills
- Using 21st Century tools
- Teaching and learning in a 21st Century context

Steve Koelker has been teaching in South Portland for 28 years. Steve received his Masters of Educational Technology from Leslie College in 2001. He currently co-teaches a graduate level class in South Portland on Information Literacy and the Big 6.

Connie Burns is currently in her 20th year as the Library Media Specialist at Mahoney Middle School. Connie received her Masters in Library Science from Simmons College and a Masters in American and New England Studies from the University of Southern Maine. Connie has taught Children's Literature at the College of Education at the University of Southern Maine and is currently co-teaching a graduate level class in South Portland on Information Literacy and the Big 6.

Location, Dates and Time:

Mahoney Middle School, South Portland ~Room 207
4:00PM-7:00 PM

September 21 and 28 October 19 and 26

12 contact hours

Difficult Conversations—How to Turn Them Into Learning Conversations

~Katie Milliken, Joan Adler,
Jodi McGuire and Jane Golding

Participants will develop:

- An awareness of your communication style under stress
- Identification of the components of effective communication
- An action for which this work will take you
- The ability to analyze conversations to understand the role of what happened, your feelings, and your identity through this conversation
- Practical strategies for facilitating conversations including: clarifying, summarizing, and shifting the level of abstraction
- Skills necessary to recognize verbal and non-verbal communication, and the skills necessary to listen under stress
- A tool kit to address the themes from difficult conversations
- A graphic organizer to reflect upon your own commitments and beliefs
- A personalized learning plan to guide your work with difficult conversations

Katie Milliken is the Assistant Director of Special Services in Gorham.

Joan Adler is an Instructional Strategist at Harrison Middle School in Yarmouth.

Jodi McGuire is an Instructional Strategist at Yarmouth High School.

Jane Golding is the Director of Instructional Support in Yarmouth.

Location, Dates and Time:

Keeley the Katerer, Portland
4:00PM-6:00PM

October 26, 2006

November 30, 2006

January 25, 2007

March 1, 2007

March 29, 2007

May 3, 2007

14 Contact Hours



Mentoring and Peer Coaching

~Jane Golding and Barbara Powers

The support we give new teachers in our schools is an essential element for successful induction. This workshop series will examine the key role teachers can play as mentors and peer coaches. Discussion focus will include:

- Examination of the mentor relationship
- Elements of helpful teacher support
- Developing skills in peer observation

The workshops have been scheduled for real-time connections in mentor/mentee relationships, with a kick off in the fall, a touch base in winter, and a time for reflection and next steps in the spring. Participant needs will be addressed in as timely a way as possible.

Jane Golding is the Director of Instructional Support in Yarmouth.

Barabara Powers is the Assistant Superintendent for the Falmouth School Department. Barbara has 26 years of experience in K-12 education, serving as an elementary and middle level teacher and principal, high school assistant principal and teacher. In her current role she is responsible for oversight of Falmouth's induction program as well as supervision and evaluation of all professional staff.

Location, Dates and Time:

Rowe School Conference Center, Yarmouth

Noon-4:00PM

September 28, 2006

January 25, 2007

April 5, 2007

14 Contact Hours



Introductory Leadership Skills for Teacher Leaders

~Jane Golding and Barbara Powers

The workshops will focus on the essential question:
What are the foundational leadership skills that can lead to effective teaming?

The course facilitators will base differentiated seminars, text based readings, case studies, and reflections on the needs of participants to:

- explore the basic components of planning and facilitating a meeting,
- understand how team leaders craft a meeting plan to reach desired outcomes.
- identify group dynamics that must be taken into consideration when working with a team of teachers,
- develop strategies for dealing with real issues currently confronting the cohort group,
- Reflect on the leadership skills that best served teacher leaders during the year, and which skills need further development.

Jane Golding is the Director of Instructional Support for the Yarmouth School Department.

Barabara Powers is the Assistant Superintendent for the Falmouth School Department.

Location, Dates and Time:

Keeley the Caterer, Portland

September 14, 2006	4:00-6:00 PM
October 12, 2006	4:00-6:00 PM
November 9, 2006	4:00-6:00 PM
January 11, 2007	12:00-4:00 PM
April 26, 2007	12:00-4:00 PM

14 Contact Hours

**DIBELS: Training for Teams Administering
DIBELS**
~Linda Crumrine

This two day training will give teams of teachers the opportunity to work together to learn how to implement DIBELS in their schools.

Day 1 will focus on understanding the rationale for DIBELS and how DIBELS can be used to predict literacy acquisition. Participants will practice administering and scoring DIBELS subtests. Different data collection models will be presented. Time will be provided for teams to discuss the implementation of DIBELS in their schools.

Day 2 will focus on data analysis at the group and individual level and how to link instruction to assessment. Once again, time will be provided for teams to discuss the implementation of DIBELS in their schools.

Two, half day follow-up sessions (TBD) will be offered to discuss DIBELS implementation—what has worked and what has not. Teams will collaborate to discuss individual implementation problems.

Linda Crumrine is a learning disabilities teacher in MSAD #51, working with students in grades K-2. Linda trains teachers and presents workshops throughout New England. She also teaches graduate level courses at USM and Fitchburg State College

Location, Dates and Time:

Greely Middle School, Cumberland

8:00 AM—3:00 PM

September 18, 2006

October 10, 2006

2 half day follow-up sessions to be determined

14 Contact Hours

PowerSchool: Training and Support for Secretaries and Administrative Assistants

~Nate Barnes, Technology Specialist, Falmouth

This course will provide school and Central Office Secretaries with support as they navigate their way through PowerSchool. This is also an opportunity for secretaries to work together on common reporting forms.

Location, Date and Time

Falmouth High School, August 23, 2006

K-5 Secretaries~ 8:00AM to 11:00AM

6-12 Secretaries~ 11:30AM to 2:30PM

Central Office Secretaries can choose either session

CBEA

Focus: Student Achievement

Priorities: Instruction, Using Meaningful Data, Leading Student Achievement

Common Hopes: Economy of Scale: What can we do better together than we can alone? Accountability: How will we know if we are successful?

Questions?

Please contact Cindy O'Shea, Executive Director, CBEA at 839.3519 or

Email: cindy_o'shea@gorham.k12.me.us

Registration Information:

Register online at SPSD.org or fill out the enclosed registration and return it to:

South Portland School Department

ATTN: Tammy Adams Vire

130 Wescott Road

South Portland, ME 04106

Telephone: 207.871.0555

Fax: 207.871.0559



Course Registration Form

Name:

Position: School:

School Address:

Contact Phone Number:

Course(s) you are registering for:

1.

2.

3.

4.

5.

Upon completion of your sessions, your facilitator will provide you with a certificate of completion.

*Knowledge-like they say
is never private
property...teaching is the
art of sharing .
~Abraham Joshua
Heschel, Educator*

