

Mentors



Barbara Bathgate

Barb is a Secondary English Teacher in Surrey. She teaches English 8 through 12 and a Connections Literacy class.

Topic: **Diversity in Language Arts/Sequencing Instruction**

Theories and strategies to incorporate a variety of texts, student-centered lessons and thematic assessment will be presented using examples from senior English, English 9 and literacy class. (secondary)

Kim Boettcher

Kim works in the Peace River North School District (SD 60) as a literacy support itinerant for intermediate and secondary learning disabilities and a resource itinerant K–12.

Topic: **Applying Elements of Formative Assessment to Literacy Lessons**

In this session, practical classroom strategies for *assessment FOR learning* will be demonstrated within the context of an expository piece of text. (middle/secondary)

Learning Intention: Understand how to apply AFL to a literacy sequence.

Gerry Brennan

Gerry is a new director of instruction in the Stikine School District (SD 87), has taught various subjects from K–12, was a principal, vice-principal, counsellor and district learning coach, and has maintained a dominant focus on literacy and assessment for the past 15 years.

Topic: **Collaborative Planning**

Gerry will share a journey of collaborative planning with a senior secondary science teacher to improve assessment and instructional practices. Examples of the process and change in approaches will be provided. (secondary)

Learning Intention: Able to recognize the value of the Elements of Learning and Strategies for Assessment to develop assessment tools that will guide instruction.

Holly Colquhoun

Holly is a teacher librarian and computer teacher at Summerland Middle School in School District 67 (Okanagan Skaha); she has been a teacher librarian for 15 years.

Topic: **Book Talk - A Book for Every Student**

Holly will share strategies and activities for promoting books to intermediate, middle and lower high school students.

Learning Intention: Know several strategies and activities for promoting books; hear about new and popular book choices.

Bev Craig

Bev is a district literacy resource teacher in School District 46 (Sunshine Coast).

Topic: **Engaging Students in Their Learning**

This session will provide a framework for developing lessons that engage students in their learning and practical ways for them to reflect on their personal learning. (late primary / early intermediate)

Learning Intention: Understand the four principles of learning, the theory of gradual release, practical ideas that can increase the use of assessment for learning practices, and strategies that engage students in more learner-focused conversation.

Ingrid Fawcett

Ingrid has been teaching in BC schools for more than 20 years, with classroom experience from K–12. Currently she is a K–12 literacy/numeracy district support teacher and teaches Literacy for Learning in the Content Areas at the University of Victoria.

Topic: **Increasing Implementation: The Friendly Classroom Model**

Ingrid will give an overview of the structure, planning and thinking behind the Friendly Classroom model, a classroom-based workshop structure created by The Learning Initiative Team of the Victoria School District. The feedback from participants has been overwhelmingly positive. To date there have been four separate workshop series using the Friendly Classroom model, all based on differentiation: “Making Math Meaningful in the Middle School,” “Making Math Meaningful K–5,” “Differentiation through Guided Reading K–5,” and “Differentiation in the Middle School.” (all levels, administrators, district coordinators, school literacy leaders)

Learning Intention: Learn about and discuss an implementation model called the Classroom Friendly Model and consider the possibilities of implementing a similar model in own school/district.

Grant Frend

Grant is currently a vice-principal at Garibaldi Secondary School in Maple Ridge. His teaching assignments included English, social studies, PE and literacy facilitating.

Topic: **Connecting with At-Risk Youth**

A session for anyone interested in improving relationships with students typically labeled *at risk*. Students will be in attendance to talk about their experiences with literature and provide their thoughts on how they become engaged. They will also be available for Q and A.

Learning Intentions: Identify some “big idea” questions that frame the importance of dealing with at-risk youth; learn some examples of Young Adult literature that can hook at-risk students and promising practices that provide these students with the supports they need to be successful in school.

Karen Greaux

Karen is a numeracy support teacher with Mission Public Schools. She began her teaching career in music, then worked for a number of years as a classroom teacher. She is currently facilitating a Feedback for Learning project with intermediate and secondary math teachers in her district.

Topic: **Communicating Mathematically**

“Students need opportunities to read about, represent, view, write about, listen to and discuss mathematical ideas.” (BC Ministry of Education, Mathematics IRP, 2007) What does this look like in our elementary classrooms? This session looks at ways to incorporate speaking and listening, writing and reading strategy PLOs from the English Language Arts IRP into our new math curriculum. (primary/elementary, examples from grades 2–5)

Learning Intention: Able to apply PLOs from the ELA IRP to the new math curriculum.

Lisa Kean

Lisa is an elementary teacher and school-based literacy support teacher in Chilliwack. She has worked at the district level as a literacy coach for grades 4 through 9.

Topic: **6 Traits of Writing**

Hear how a group of teachers formed a learning team to explore the 6 Traits of Writing. The question driving the exploration: How do we meet the diverse writing needs of all students within one classroom? Based on the Gradual Release of Responsibility Model, see how the learning team developed lesson sequences, compiled rubrics and scored student work. (grades 3–8, administrators)

Learning Intention: Able to form a learning team guided by a question, lesson sequences and AFL principles.

Linda Klein

For approximately 15 years Linda has supported students with learning or behaviour problems in middle and secondary school. She currently teaches high school in Coquitlam and has been working with a team of teachers who together are exploring ways of enhancing literacy in the content areas.

Topic: **Supporting/Enhancing Reading Comprehension in Science and Social Studies**

The approach included using an informal reading assessment and from the results a team of teachers decided to apply a variety of reading strategies during the 2007–08 year. Participants in this session will try a few of the strategies and then tailor these to the needs of their own students. (science/socials grades 8–11)

Learning Intention: Choose the main idea and design own notes; expand understanding by making connections and working with others.

Julie Krall

Julie teaches Humanities 8, English 9 and Literacy 9 in an 8–12 secondary school in School District 54 (Bulkley Valley).

Topic: **Using Metaphor and Comparison to Make Connections to Text**

Over 2–3 classes, this inclusive sequence helps students to work in groups and use metaphors and Venn diagrams to compare themselves with characters in text they are reading. Co-created criteria is used for feedback and self-assessment.

Learning Intention: Able to enhance students’ ability to make clear and logical connections between texts and their own ideas and beliefs, using a Venn diagram.

Jane Kruks

Jane is currently a literacy resource teacher in School District 70 (Port Alberni). She is passionate about reader response, inquiry, and student engagement.

Topic: **My Students Simply Cannot Make Inferences!!!**

As a SD 70 literacy resource teacher, Jane is always looking for ways to support teachers with the challenges they experience. Teaching students to infer is one such challenge. Using a sequence that moves from object lesson to drama, wordless picture books and comics to text, teachers will learn ways to support students in making powerful inferences. (late primary to middle school)

Learning Intention: Can design a sequence to support students in making inferences.

Carol-Ann Leidloff

Carol-Ann is the principal, teacher-librarian, and English teacher in a K–10 community school located in the small rural community of Slocan.

Topic: **My Toboggan/Sunflakes: A Reading/Oral Language/Writing Sequence with Integrated Assessment**

Using poetry as our text, we will work with a sequence that has student goals to interpret and understand poetry, justify opinions using specific references from the poem, use oral and physical movements to add feeling and expression to the poem, and develop descriptive writing skills by using powerful words to “paint pictures” in the reader’s mind. (grades 3–8)

Learning Intentions: Know a sequence with poetry reading/oral language/writing and integrated assessment to support student learning.

Barb McLaughlin

Barb teaches a blended grade 7 and 8 class in a middle school in School District 69 (Qualicum). With a broad range of experience teaching at the primary, intermediate and middle school levels, she aims for active student engagement in all literacy experiences.

Topic: **Poetry Circles**

In this session, participants will learn to organize a Poetry Circle within their own classroom. Using the Gradual Release of Responsibility Model, students will learn to respond to and discuss poems. This session will include a look at possible poems to include, as well as various comprehension activities and a self-assessment rubric for the Poetry Circle discussion. (middle/secondary, grades 6–10)

Learning Intention: Have a plan for students to read, understand and respond to a variety of poems using a Literature Circle format, using student choice and voice.

Marni McMahan

Marni teaches grade 4 one day a week and for the other four days works as a district literacy teacher in Campbell River (SD 72). She has taught both overseas and at a band-run school in Bella Bella. For a dozen years she has designed and supervised the reading intervention programs in her district, and she has been extensively involved in the implementation of the DART Reading Assessment. She is a passionate educator who works to create classrooms in which all children will be successful and she’s always on the hunt for books that will engage readers.

Topic: **Knitting it all Together: How to teach strategies for organizing and holding thinking throughout the day**

In this session Marni will share the stages of the assessing, planning, teaching and re-assessing cycle in her grade 4

classroom. She will show samples of lessons and student work attempted to teach students how to read and use text features. And, because she can never resist an opportunity to talk about books, Marni will showcase her latest favourites for engaging readers and teaching thinking skills. (grades 3–9, teachers, principals, resource teachers)

Learning Intentions: Able to knit strategies for organizing thinking into the whole day; learn some lessons that could be adapted for own context; see some new great books that are engaging and motivating for intermediate readers.

Michelle Miller-Gauthier

Michelle is a district literacy coordinator K–12 and has been a principal of primary and intermediate schools in Nechako Lakes for the last 10 years.

Topic: **Dream or Reality? Working with a small group while other students work quietly and thoughtfully**

This session involves a walk through of some very practical strategies for managing small group instruction by explicitly teaching purposeful tasks through the development of principled habits in all children. Using Boushey & Moser’s book, *The Daily 5*, it is a model of inclusion that takes the Gradual Release of Responsibility to heart. (K–7)

Learning Intention: Become aware of some specific strategies for effectively managing small-group work in the classroom.

Wanda Mitchell

Wanda has been an elementary (K–7) administrator for the past four years in Burnaby. Prior to working in administration she taught in both primary and intermediate grades, and spent a significant amount of time teaching in the elementary French Immersion Program.

Topic: **Contrast What You Think With the Author's Perspective**

Using non-fiction text, in this sequence students learn to distinguish their own thinking from the author’s, and separate important ideas from interesting details in the text. To achieve this, students are led to understand that what they think is important is not always the same as the author is trying to convey and that they need to be able to identify and summarize the author’s perspective as well as their own. (intermediate)

Learning Intention: Know a sequence that helps students work with detail and important information and distinguish between their thinking and that of the author.

Natalie Morissette

Natalie is an intermediate teacher in Vancouver in a French Immersion school.

Topic: **Co-creating Your Criteria Using Students' Voice and Their Work Samples**

This session will focus on establishing criteria with your students. Samples shared are in poetry responses, reading comprehension and personal planning. Short video clips, demonstration and PowerPoint will help participants apply the strategies in all grades. (intermediate, samples in English and French)

Learning Intention: Able to establish criteria with students to support their learning.

Louise Neuls

Louise has 12 years elementary teaching experience in the classroom and as a learning assistance teacher. She is currently working as an itinerant literacy support teacher in School District 60 (Peace River North).

Topic: **Running Records – Assessment FOR Learning**

Louise will look at how we are using running records, what types of information we can gather from analyzing them, and how to make the most of that information in planning for our instruction. (early primary)

Learning Intention: Able to analyze a running record and make a concrete plan to use this information in supporting young readers.

Wendy Newport

Wendy, a primary teacher at Irwin Park School in West Vancouver, has taught K–3 for 25 years in West Vancouver and Coquitlam. She is an active teacher-leader in the areas of collaborative planning and service learning, and is involved with the VSO Music! Words! Opera! program.

Topic: **Enhancing Ethical and Responsible Behavior with Picture Books**

Wendy will introduce excellent literature and purposeful, inclusive activities that encourage critical thinking and responsible living for students from kindergarten to grade three. Resources and sample lessons from *Fin's Friends*, a character education program that enhances students' learning of these life skills, will be demonstrated. (primary)

Learning Intention: Able to implement several lessons from *Fin's Friends* to encourage critical thinking and responsible living.

Lori Robinson

Lori is the district literacy support teacher in School District 58 (Nicola-Similkameen) and a former president of the BC Primary Teachers Association. She is passionate about combining thinking skills, active participation and teacher sanity when it comes to the preparation of materials and lessons.

Topic: **Graphic Organizers Are Not Worksheets!**

In this very interactive session, Lori will demonstrate how to use graphic organizers as a process, not merely a product, and how they are useful in supporting student learning. Participants will have a “tea party” with several graphic organizers and be given a variety of free sources, additional resources.

Learning Intention: Learn the how and why to teach graphic organizers and where to get thousands of free resources to use with all subject areas; promote thinking, organization, oral language and comprehension skills.

Rob Sidley

Rob began as a primary teacher and has taught secondary mathematics. Currently he is the program consultant in Burnaby for mathematics and science.

Topic: **Differentiated Instruction: Meeting the Needs of All Learners in the Mathematics Classroom**

What is differentiated instruction? How is it possible to achieve DI in a mathematics classroom? What are some doable ways of getting started? (all grade levels)

Learning Intention: Able to define DI and design some appropriate DI questions for own students.

Kelsey Swanson

New to the teaching profession, Kelsey is teaching at the intermediate level in the Quesnel School district and is focusing her graduate studies on the effective use of emotional intelligence in the classroom.

Topic: **Engage with Text!**

Kelsey will discuss the research behind the benefits of relaxed alertness and introduce a variety of strategies to help students achieve this state through engaging with text. (grades 3–7)

Learning Intention: Understand why relaxed alertness is important in learning; acquire several new strategies to use in own classroom to increase student engagement with text.

Laura Tait

Laura is a district Aboriginal Education teacher in School District 68 (Nanaimo-Ladysmith).

Topic: **Teaching and Learning with Aboriginal content**

In this interactive session, Laura will help participants consider ways and means of integrating Aboriginal content into their curriculum. Equipped with resources and experience, she will also give practical suggestions for working with Aboriginal students. (all grade levels)

Learning Intention: Reflect on beliefs and practices around working with Aboriginal students, and become more aware of options with regards to integrating Aboriginal content into the curriculum.

Terry Taylor

Terry is a secondary English teacher, school counsellor, and district literacy coordinator in School District 10 (Arrow Lakes) in the West Kootenays. Throughout her career, Terry's work has always focused on innovative ways for all kids to be successful in learning.

Fall 2007

Topic: **Online Literature Circles**

Connecting students with learning outside the borders of their classroom, school and district; using high quality, diverse literature to engage students; modelling, teaching and demonstrating reading skills through the use of easy-to-set up online Moodle Discussion Forums—this workshop will show you how to create online Literature Circles of your own. Linked to best educational practices and research on AFL and literacy, online Literature Circles engage kids, get them to think and write about literature, and increase the quality of their literary response as a result of genuine audience for their work: their peers. Fun. Easy. Deep learning. Good stuff for kids. (middle/secondary)

Learning Intention: Understand how to set up on-line literature circles.

Winter 2008

Topic: **We are Canadian!!!**

Using innovative CanLit practices in our school and district, and the collaborative wisdom of the group, we will explore the rationale and richness as we expand the range of Canadian literature in our classrooms. Ways to engage all learners, address aboriginal and multicultural Canadian perspectives through great Canadian literature, and CanLit booklists, podcast links and resources for teaching and fostering CanLit is the focus of this energizing session. (all grade levels)

Learning Intention: Identify a range of innovative resources and ways to increase Canadian voice in our classrooms.

Mike Ward

Mike is a physics, biology and junior science teacher at Walnut Grove Secondary School in Langley. As a veteran content teacher, he realized that his instruction and assessment practices were very similar to those he had endured as a student. They didn't work for him then, and they don't work for him now, so he began seeking other, more authentic tools.

Topic: **The LEARNING CYCLE: How to weave Universal Design and Gradual Release into lesson planning**

Using this model of the learning cycle, many problems inherent in developing inclusive, outcomes-based assessment *for* and *as* learning, and instruction in the content area have become much easier to handle. The framework Mike offers is a practical application of the Gradual Release model, with teacher and student roles defined and outlined so that all understand where each part of a lesson fits. (secondary content areas)

Learning Intention: Be more student-directed in instruction while actually increasing outcomes-based focus.

Erika Warkentin

Erika Warkentin has been an educator of early primary children for 15 years and is currently working as an early learning facilitator in the New Westminster School District. She is a Smart Learning facilitator and a member of the design team for the Kindergarten Learning Project.

Fall 2007

Topic: **The New LA IRP: A Focus on Oral Language and Assessment**

Participants in this session will increase their familiarity with the aims, goals and learning outcomes of the new English-Language Arts curriculum and begin to explore how this document may be used as a framework for learning across all curricular areas. The session will specifically focus on the development of the learning outcomes for oral language and how educators might use assessment to guide, differentiate and authentically integrate oral language, reading and writing instruction. (primary) *This is a 90 minute session.

Winter 2008

Topic: **The Power of Talk and Role-Play to Extend Thinking, Deepen Understandings and Differentiate Instruction Across the Curriculum**

Participants in this session will experience both a fiction and non-fiction learning sequence embedded with structured talk and role play. Both sequences have been strategically designed to target specific oral language skills, as identified by assessment, while extending students' social responsibility development, life-science knowledge, reading/viewing and writing/representing skills. (primary)

Learning Intention: Learn practical and manageable tools and strategies for implementing structured talk and role play to differentiate and enhance student learning across the curriculum.