

Montana Association for Supervision and Curriculum
Development

INFOCLIPS

the mascd newsletter

MASCD Goals

Goal 1

Expand the sphere of our influence by being a strong and proactive organization dedicated to providing exemplary leadership and support for educators throughout the state.

Goal 2

Make member services a priority in order to assure that across this geographically expansive and isolated state, we have a membership that represents all counties and includes a diverse array of cultures.

Goal 3

Address pressing contemporary issues for the purpose of bringing an awareness of critical concerns to our educational leaders, who will participate in determining responses appropriate to our diverse rural Montana school environment.

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- Position Paper: Full Time Kindergarten **3**
- Montana Educators' Summer Institute 2007 **5**

No Child Left Behind—But at What Cost?

By Dr. Christine Wortman-Engren,
Curriculum Director - Great Falls Public Schools

The No Child Left Behind Act (NCLB) is always on my mind. It is on my mind when I work with teachers to write new curriculum; it is on my mind when we advertise for “highly qualified” teachers; it is on my mind when I look at my March and April calendars; and it is on my mind when the principals ask when we will know if they made Adequate Yearly Progress (AYP). It is also on my mind as I ponder the ramifications implicit in the requirements of the mandate.

NCLB will ultimately impact our students in a variety of ways. I know the plan really is to leave no child behind by insuring that all students have basic skills in reading and math. However, I also am bothered by the narrow focus educators are taking as we struggle to meet these mandates. Let me be clear. To the extent that educators do a better job for all students in the delivery of instruction, I think NCLB has had a positive impact. To the extent that teachers and principals are more data-driven in their instructional decisions, NCLB has also been a good thing. As we seek to close the gap, we do better by our marginal students. This is all good.

I wonder though, how this will all play out. On the State CRT proficiency levels, roughly a third more 10th grade white students pass the test compared to their Native American peers. That's not all. The state dropout rate for Native students is three times that of white students. What is really ugly about these numbers is that the 10th grade CRT scores reflect our most successful Native students. The less successful students have already given up on education and left school.

“Indian Education for All” has been around since 1972 when the state recognized the distinct and unique cultural heritage of the American Indians. In 1999 House Bill 528 provided a mandate but was not funded until the 59th Legislature in 2005 included IEA in the Montana Definition of Quality Public Education. Now, educators must balance that legal and moral obligation and write curriculum that is relevant, accurate and rigorous. Excellent! All is well. Or, is it?

Remember that third of the Native American students who didn't pass the CRT? What are we doing to make sure they can pass this important measure? Some responses to this pressure have been to utilize reading and math literacy coaches, create extra reading and math times accompanied by more testing, and require literacy classes in middle and high school for those students who still haven't yet jumped the hurdle.

The rather frantic attempts to measure up to the mandates of NCLB have resulted in constraints on student instructional time that could be highly counterproductive. Elementary teachers struggle to find time for science and social studies during a day where 90 minutes of math and 90 minutes of reading are considered a minimum. How much attention have we applied to learning theory and differentiation of instruction for our struggling learners? If cultural orientation influences the way children understand their world and is one of the most important filters for Native American students, what dissonance have we created for some of our most fragile students (Cajete, 1999)?

Continued on page 4

The mission of the Montana ASCD is to facilitate teaching and learning to ensure success for all Montana students.

You Want Me to Read my Math Book?

By Jacquie McDonald, *Teacher—Billings Senior High*

Several years ago the School Quality Planning Committee and faculty in my high school chose *literacy* as a goal for subsequent professional development opportunities. As I sat through the first sessions on teaching reading in the content areas, I realized that all examples presented were from English or history. I was baffled; how I could incorporate reading strategies into my math classes? With dozens of unanswered questions, I sought the advice of reading specialist, Terra Beth Jochems, and a reading teacher, Shirley Knopp, in my building. Both listened carefully to my concerns and offered many helpful suggestions that changed the way I teach.

I first utilized reading strategies with my Pre-Algebra students because I was not having much success with other techniques. Shirley and Terra Beth suggested I use one strategy for an entire chapter to familiarize both myself and my students with that approach. The first strategy involved identifying unfamiliar vocabulary. For this strategy, I bought highlighters and made copies of explanations for each section of the chapter for all students in the class. While I was taking roll, I asked students to read the featured section and highlight unfamiliar vocabulary. This exercise provided one of many “AH-HA!” moments during the year. While I had expected students to be unfamiliar with new vocabulary, I found that they did not know meanings of words that should be “common” to them as students in high school—*product*, *quotient*, and *integer*, for example.

I wrote identified vocabulary terms on the board, asking students to volunteer definitions or examples if they knew them. Once as many terms as possible were defined by students, I spent the remainder of the period defining vocabulary and teaching the lesson.

Printing off the reading and students identifying unknown words offered two benefits: 1) students felt that their concerns/questions were immediately addressed during the lesson, and 2) students could write comments or questions in the margins near words they had highlighted, which significantly reduced the amount of time spent taking notes.

A second effective strategy I employed was a questioning strategy. Students were given a template (or created their own) resembling the sample:

Question	Word Bank
1.	1.
2.	2.

Students then were asked to read a section of their texts, recording new vocabulary words in the Word Bank. When finished reading the section, students wrote one question for each word in the Word Bank. For example, for the word *integer*, an appropriate question might be, “What is an *integer*?” I challenged students to begin each question differently. Once students finished, I called on individuals to share important words from the Word Bank, and asked others to provide questions. All information was recorded on the board. Once the questioning activity was complete, I made sure I addressed the answers to all of questions. At the end of the lesson, I posed review questions to students. When I first started using reading strategies in Pre-Algebra classes, students’ reaction was, “You want me to READ my math book?” However, after students got accustomed to the techniques, they realized several benefits:

- 1) Since answers to their questions were in the text, they did not need to continually wait for my assistance.
- 2) They became more adept at comprehending directions and story problems.
- 3) They were actively engaged in the learning process from the very beginning of the class period. Some closing thoughts include three incredibly useful sources for applying reading strategies:

[Teaching Reading in Mathematics](#), 2nd edition; Mary Lee Barton and Clare Heidema

Available through ASCD @ <http://www.ascd.org>

[Teaching Mathematics Vocabulary in Context](#)

Miki Murray

Available through Heinemann @ www.heinemann.com

Reading Quest.org

Available @ <http://www.readingquest.org/strat/>

Finally, I strongly encourage math teachers to collaborate with reading specialists prior to implementing strategies. While I learned about teaching reading collaborating with Terra Beth and Shirley, they also learned some math.

<http://montana.ascd.org>

Position Paper: *Full-Time Kindergarten*

MASCD is in support of full-time kindergarten **with funding for startup and facilities costs and funding for ongoing expenses**. This proposal should not put 100% of the burden on local school districts. **Why invest in full-time kindergarten? *Because it works.*** Research indicates the importance and value of early childhood education. J. Elicker (2000) and S. Mathur (1997) critically reviewed research on full-time kindergarten. The research yields the following conclusions:

Children participating in full-day kindergarten consistently progress further academically during the kindergarten year, as assessed by achievement tests, than children in half-day or alternate-day programs.

There is evidence that full-day kindergarten has stronger, longer lasting academic benefits for children from low-income families or others with fewer educational resources prior to kindergarten.

There is no evidence for detrimental effects of full-day kindergarten. Developmentally appropriate curriculum for five- and six-year olds does not seem to overly stress or pressure kindergarten children.

Kindergarten teachers and parents strongly value the increased flexibility and opportunities to communicate and individualize instruction for children offered by the full-day schedule.

Practitioners and parents have attributed several benefits to full-day kindergarten:

Benefits to students:

More “time and opportunity to play with language” (Fromberg, 1995), as well as to explore subjects in depth (Vecchiotti, 2001)

A more flexible, individualized learning environment (Vecchiotti, 2001)

More individual and small-group interaction with teacher than is possible in half-day classrooms (Porch, 2002; Vecchiotti, 2001)

Both national and state data suggest that full-day kindergarten appears to have a positive effect on short- and long- term student achievement. (Plucker et al., 2004)

Benefits to parents:

The opportunity for lower-income families to enroll children in a higher quality early education program than might otherwise be affordable in the private market (Vecchiotti, 2001)

Less difficulty scheduling childcare and transportation (Vecchiotti, 2001)

Increased opportunities to get involved in their children’s classroom, as well as to communicate with the teacher (Vecchiotti, 2001)

Benefits to community:

Research by the Federal Reserve reveals economic benefit from investments in early childhood development, including less crime, more educated workers and more efficient public schools.

Data supported using: <http://www3.ksde.org> and research compiled by Northwest Regional Educational Laboratory and <http://www.minneapolisfed.org> and research compiled by Federal Reserve Bank of Minneapolis.

Presenting the MASCD Board of Directors

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- Dr. Janet Thomson, Great Falls

MASCD builds and fosters collaborative partnerships to produce meaningful, effective, and timely professional learning for all educators. Be sure to check out our website at:

<http://montana.ascd.org>

No Child Left Behind—But at What Cost?

Continued from page 1

My concern isn't only that we may be failing to use the best instructional practices for our Native students. My fears are much more widespread. As pressures continue to mount to keep test scores in reading and math high, how much instructional time is taken away from social studies, music, art, health, physical education, and practical application classes like industrial technology and family and consumer sciences? These are the very classes that may be most engaging to our Native students and many other at-risk students.

If there is no time to teach by discovery; no commitment to offer culturally friendly lessons; and no deliberate design of established goals and relevant lessons, we can expect that the dropout rate will continue to increase. There is also the possibility that our much desired increasing test scores might slow, stagnate, and begin to drop.

It is time for educators to contribute in the political process. Educators, not politicians, should scrutinize the mission and vision of public education. Montana's educational leaders must be proactive and do what is right for all of our students. If we always blow with the wind, we should not be surprised when we end up in the soup.

Fun Stuff To Read!

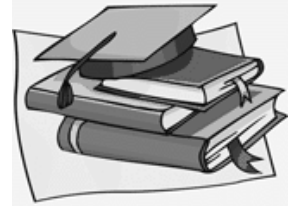
Recommendations from Dr. Janet Thomson, MASCD Executive Director



- Atkinson, Kate. (2004) *Case Histories*. New York: Back Bay Books.
- Barry, John M. (2004). *The Great Influenza: The Epic Story of the Deadliest Plague in History*. New York: Viking Penguin Group.
- Crafts, Hannah. Edited by Henry Louis Gates, Jr. (2002). *The Bondwoman's Narrative*. New York: Warner Books.
- Diamond, Jared. *Guns, Germs, and Steel: The Fate of Human Societies*. New York: W.W. Norton & Company, 1998.
- Eichenwald, Kurt. (2000). *The Informant: A True Story*. New York: Broadway Books.
- Fasman, Jon. (2005.) *The Geographer's Library*. New York: Penguin.
- Frank, Dorothea. (Various Years). *Sullivan's Island. Shem Creek. Isle of Palms*. All of these are just great reads. *Voice at its best. Better still, get the CD and listen—you'll howl with laughter!*
- Gore, Kristin. (2004,.) *Sammy's Hill*. New York: Hyperion.
- Haddum, Mark. (2003). *The Curious Incident of The Dog In The Night-Time*. London, England: Vantage Books. *Voice at you've never experienced it before. An incredible story, from an entrancing point of view.*
- Haruf, Kent. (1999). *Plainsong*. New York: Vintage Books.
- Martin, William. (2003). *Harvard Yard*. New York: Warner Books.
- McCrumb, Sharyn. (2005.) *St. Dale*. New York: Kensington Books. (Paperback). *Hold on to your sides—this is definitely a sidesplitter. Chaucer's Canterbury Tales Meets NASCAR and the results are hilarious, darkly funny, and never serious! Every English teacher should take time to meander through this one. And, if y'all like NASCAR you might even see some people you know...*
- McCullough, David. (2005). *1776*. New York: Simon & Schuster.
- Mann, Charles C. (2006). *1491: New Revelations of the Americas Before Columbus*. New York: Alfred A. Knopf.
- Miller, Donald L. (1996). *City of The Century: The Epic of Chicago And The Making of America*. New York: Simon & Schuster.
- Morris, Larry. (2004). *Fate of the Corps, The: What Became of the Lewis And Clark Explorers After The Expedition*. New Haven: Yale University Press.
- Obama, Barack. (1995, 2004). *Dreams From My Father: A Story of Race and Inheritance*. New York: Three Rivers Press.
- Randall, Lisa. (2005). *Warped Passages: Unraveling the Mysteries of the Universe's Hidden Dimensions*. New York: HarperCollins.
- Schneider, Andrew, and David McCumber. (2004). *An Air That Kills: How the Asbestos Poisoning of Libby, Montana, Uncovered a National Scandal*. New York: G. P. Putnam's Sons.
- Sebold, Alice. (1999). *Lucky*. Boston: Little, Brown & Company. *"Voice" at its best—Sebold's Memoir of being raped and the conviction of her rapist. STUNNING book. Her writing is stark. Read also her later book, The Lovely Bones, another writing triumph.*
- Smith, Alexander McCall. (1998). *The No. 1 Ladies' Detective Agency*. New York, NY: Anchor Books. *...and all of the others in this great series from this fun author!*
- Simons, Paullina. (2003). *The Bridge to Holy Cross*. Flamingo—An imprint of HarperCollins. *This is historical fiction about WW II at its best!*

Montana Educators' Summer Institute 2007

Far Vision *Close Look*



When: June 11-14, 2007

Where: *Pre-Conference* • June 11
Helena Middle School

Conference • June 12-14
Great Northern Town Center

Monday, June 11, 2007

Institute Pre-Conference:

9:00 a.m.—4:00 p.m.

Helena Middle School Auditorium

Dr. Willard R. Daggett

Developing 21st Century Literacy in Students

Literacy is the most critical skill needed in the 21st century. As society is pushed by constantly changing technology, individuals need to read and write at higher levels than in the past. Our literacy efforts in schools must include more than the traditional emphasis on prose, however. Quantitative and document literacy are becoming increasingly important. This session will describe the need to intensify our literacy requirements in all three areas and share the most successful practices in moving all students to higher literacy levels.

Willard R. Daggett, Ed.D., President of the International Center for Leadership in Education, is recognized worldwide for his proven ability to move education systems towards more rigorous and relevant skills and knowledge for all students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives, many in response to *No Child Left Behind* and its demanding adequate yearly progress (AYP) provisions. Dr. Daggett has also collaborated with education ministries in several countries and with the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, the National Governors Association, the U.S. Chamber of Commerce, and many other national organizations

Before founding the International Center for Leadership in Education in 1991, Dr. Daggett was a teacher and administrator at the secondary and postsecondary levels and a director with the New York State Education Department, where he spearheaded restructuring initiatives to focus the state's education system on the skills and knowledge students need in a technological, information-based society

Dr. Daggett is the creator of the Application Model and Rigor/Relevance Framework, a practical planning and instructional tool for determining the relevance of curriculum and assessment to real-world situations. Dr. Daggett's Rigor/Relevance Framework has become a cornerstone of many school reform efforts throughout the United States.

Dr. Daggett is the author of six books about learning and education, 12 textbooks and numerous research studies, reports, and journal articles. He also serves on a number of advisory boards, including the *USA Today* Education Advisory Panel.

Dr. Daggett has spoken to hundreds of thousands of educators and education stakeholders in all 50 states. His enlightening, entertaining, and motivating messages have helped his listeners to look at education differently by challenging their assumptions about the purposes, benefits, and effectiveness of American schools. Dr. Daggett inspires his audiences both to embrace what is best about our education system and to make the changes necessary to meet the needs of *all* students in the 21st century.

Tuesday, June 12, 2007

8:30 a.m. — 4:00 p.m.

Great Northern Town Center

John Brown — *Understanding by Design*

"Understanding by Design: How Can We Promote High Levels of Student Achievement and Conceptual Understanding?"

This one-day workshop will take you through an investigation of the Understanding by Design framework, an internationally-recognized approach to promoting high levels of student performance and academic success. This hands-on workshop will include an analysis of how using the backward-design process can enhance academic performance of all learners. We will also explore the implications of Understanding by Design for successful curriculum design, professional development, and school improvement planning. The workshop will include the following modules:

We will begin with an exploration of what current educational research reveals about the learning process, including research-based strategies to promote student understanding, conceptual transfer, and independent application.

From there, we will introduce the six fac-

ets of understanding, which are conceptual lenses through which we can observe and assess student understanding in relationship to our core curriculum standards: application, explanation, interpretation, perspective, empathy, and self-knowledge.

Participants will then learn about the backward-design process, which advocates a three-stage approach to unit development and curriculum design: Stage One (Desired Results); Stage Two (Assessment Evidence); and Stage Three (Teaching-Learning Activities).

As part of the backward-design process, we will explore curriculum mapping and auditing, using an approach that results in determining curriculum "power standards" that can be unpacked for deep understanding and student transfer.

During Stage One, participants will learn to use unpacked standards to identify big ideas, enduring understandings, and essential questions. These curriculum cues can help students to understand

how the content they are studying is organized and how it is interconnected around unifying ideas and structural themes.

As part of Stage Two, we will investigate the concept of a balanced approach to assessment, using a "photo album" rather than a "snapshot" to monitor and assess student progress. This section will include a discussion of constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, and the use of rubrics and other scoring tools.

Stage Three will introduce you to the W.H.E.R.E.T.O. instructional design principles, a unified approach to aligning teaching-learning activities with Stage Two assessments and Stage Two desired results.

The workshop will conclude with an exploration of the implications of Understanding by Design for professional development, curriculum design, and school improvement planning.

Wednesday, June 13, 2007

1:30 p.m.— 4:00 p.m. • Great Northern Town Center

John Brown — *Understanding by Design, Follow-up Session*

This follow-up session is designed as a small-group seminar that will allow participants to investigate key aspects of Understanding by Design, particularly those components about which they may have specific questions. This seminar will allow participants to discuss how Understanding by Design can be implemented in their respective schools or districts. In addition, we will explore specific strategies and processes designed to help participants integrate Understanding by Design into the following aspects of their educational systems: (a) Developing a systemic philosophy of learning; (b) Aligning and auditing existing curriculum; (c) Improving standardized test results; (d) Enhancing the teaching-learning process, including incorporating Understanding by Design into the teacher observation process; (e) Improving professional development; and (f) Augmenting current continuous improvement initiatives.

Wednesday, June 13, 2007

8:30 a.m.— 12:00 p.m.

Great Northern Town Center

Russ Quaglia—8 Conditions that Affect Aspirations

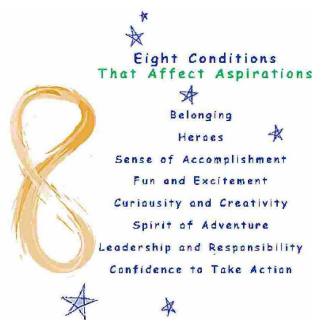
The condition of Belonging means that a person is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for a person's feeling of well-being, social engagement, and competence.

Heroes are the everyday people—colleagues, friends, family—in a person's life who inspire them to excel and to make positive changes in attitudes and lifestyles. Heroes are those a person can connect with, those who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself.

The condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a person's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes.

The condition of Fun and Excitement is characterized by staff being inspired. They are actively engaged and emotionally involved in their work. Staff who exhibit Fun and Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day.

The condition of Curiosity and Creativity



is characterized by inquisitiveness! eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity

triggers people to ask Why?'” while creativity gives them the initiative to ask Why Not?”

The condition of Leadership and Responsibility means staff are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the work environment and community.

The Spirit of Adventure is characterized by a person's ability to take on positive, healthy challenges at work and home, with family and friends. People experience the Spirit of Adventure when they tackle something new without the fear of failure or success.

Confidence to Take Action is the extent to which staff members believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for; all other conditions must be established and supported for an individual to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval.

Wednesday, June 13, 2007

1:30 p.m.— 4:00 p.m.

Front Street Learning Center

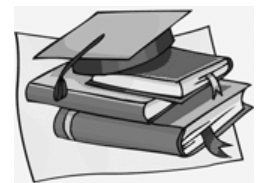
Russ Quaglia—Student Aspirations and Motivation for Administrative Teams

Wednesday, June 13, 2007

1:30 p.m.—4:00 p.m.

Front Street Learning Center

Edith Cranor-Buck—Integrating Science, Math and Literacy through the World in Motion



The Small School Alliance and The Society of Automotive Engineers have joined together to bring you Edith Cranor-Buck and her presentation on *Integrating Science, Math and Literacy through the World in Motion*. Specifically design with smaller schools in mind.

Thursday, June 14, 2007

8:30 a.m.—12:00 p.m.

Great Northern Town Center

Tammy Elser — *Critical Literacy: Implementing Indian Education for All While Building Better Readers!*

During this interactive workshop participants will:

- Review MCA-20-1-501, the Essential Understandings and expand resource awareness
- Frame implementation of *Indian Education for All* using a simple curriculum map to focus on depth of study
- Learn strategies for implementing Indian Education for All using a literature based approach
- Practice critical literacy through unique demonstrations spanning multiple grade levels and content areas
- Develop practical strategies to support implementation

Tammy Elser has spent the past 21 years as a Federal Programs Director for the Arlee Public Schools and an English teacher in 7th and 12th grades. She is the author of the Holistic Developmental Writing Scales, a tool for teaching and assessing writing skills in the K-8th grades. Having taught multicultural education and literacy methodologies at the University of Montana, Tammy is currently working on literacy integration strategies for implementation of *Indian Education for All*. Tammy holds

an Ed.D. from the University of Montana in Curriculum and Instruction (1997) emphasizing literacy and assessment, and received her Masters' Degree at UM in Guidance and Counseling (1990). She is actively engaged in research on assessment, school improvement, literacy and bilingual/ multicultural education and is passionate about improving teaching and learning at all levels, from pre-school through adulthood. She lives in Missoula with her two daughters Shannon and Erin.

Thursday, June 14, 2007

1:30 p.m.— 4:00 p.m.

Great Northern Town Center

Dr. Christine Wortman-Engren, Dulce Whitford and Corrie Smith — *Understanding by Design in Practice: Indian Ed for All*

This workshop sponsored by Montana North Central Education Service Region (MNCESR) and the Office of Public Instruction and features presenters from the Great Falls Public Schools.

You've learned about Understanding by Design (UBD), now's your chance to put your understanding into practice while integrating Indian Education for All. Today's presenters will demonstrate the principles of UBD as they were utilized to develop the Montana Indian Ed for All Model Lesson Plans.

Thursday, June 14, 2007

1:30 p.m.— 4:00 p.m.

Great Northern Town Center

Laura Zimmerman and TerraBeth Jochems

Susan Barton's DVD Presentation— *Dyslexia: Symptoms & Solutions*

If you want to learn more about dyslexia and how it can be overcome, Susan Barton's dynamic, information-packed new DVD is for you. Filmed before a live audience, Susan's lively and captivating presentation provides insights, knowledge, techniques, and inspiration you just can't find anywhere else!

Here's just some of what you'll learn...

- ✓ Symptoms of mild dyslexia in adults
- ✓ Inheritance patterns and the genetic link
- ✓ The classic warning signs in children
- ✓ Spelling and its relationship to dyslexia
- ✓ Why dyslexic children "hit the wall" in reading by third grade
- ✓ Why most schools don't test for dyslexia—and most dyslexic children will not qualify for special ed
- ✓ How to find a qualified tester—and get an accurate diagnosis
- ✓ Research-based "best practices" to improve spelling, reading, and writing
- ✓ Why tutoring alone is not enough

And much more, including the latest scientific, replicated research conducted at leading universities, and by the National Institutes of Health.

Laura Zimmerman, Title One Teacher and Certified Dyslexia Diagnostician and Certified Barton Tutor and TerraBeth Jochems, English/Reading Teacher and Certified Barton Tutor will be monitoring and handling the Question and Answer Session.

Susan Barton is a popular speaker on Dyslexia at conferences throughout North America and teaches at the graduate and undergraduate level. In 1998, Susan founded Bright Solutions. Her mission is to raise awareness of Dyslexia by educating parents, teachers, and other professionals by sharing the latest research in parent-friendly language.

Susan's ability to explain complex issues in easy-to-understand language make her presentations a life-changing experience.

Many things can wait.

Children cannot.

Today their bones are being formed, their blood is being made, their senses are being developed.

To them we cannot say "tomorrow."

Their name is today.

Gabriela Mistral (1899-1957)
Chilean Educator

**Pre-Conference and
Summer Institute 2007
Fees**

June 11 Pre-Conference	
Full Day	\$100
Students	\$30
June 12-14 Summer Institute	
Registration	\$225
Students	\$90

College and Continuing Education Credits are available.

\$10 off per registrant for schools sending teams.

For more information contact:
Cassie Huntley at 461-5018 or
cass.huntley@gmail.com



Pre-Conference and Conference Registration

Name _____ Title _____

School _____

Address _____

City _____ Zip _____ Phone _____

Email address _____

Is this registration part of a team _____

- \$100 June 11 Pre-Conference
- \$30 June 11 Pre-Conference—Student

- \$225 June 12-14 Conference
- \$90 June 12-14 Student—Conference

\$_____ **Total "Conference Registration" fee**

Pay by check or school district purchase order made out to **MASCD**.

Send completed Registration Form and check or purchase order to:

**Cassie Huntley
633 Leslie #3
Helena, MT 59601**

Or fax your registration and purchase order to:
1-866-847-7757

Cancellation Policy:

Full refunds will be granted for cancellations received by May 15, 2007. \$25 will be assessed for cancellations after May 15, 2007, until May 31, 2007. No refunds will be given after May 31, 2007. No refunds will be given for no shows. Non-payment does not constitute cancellation.

Hotel Reservation Contacts: BOOK EARLY!!!

If you need room accommodations at the MEI Conference site, please contact the Great Northern Best Western Hotel—406-457-5500. *Indicate you are attending the Montana Educators' Summer Institute in order to receive "conference rates."*