**MATH-UP Signature Practices Symposium**  
**Saturday, June 13th, 2015**  
8:30 a.m. – 3:00 p.m.  
Carman Hall B-04, Lehman College

The MATH-UP program in the School of Education at Lehman College has partnered with experienced co-operating teachers and pre-service teachers to explore effective research-based signature practices in selected high needs elementary schools in the Bronx. Following the keynote address by Dr. Sonia Nieto you will attend workshops exploring various MATH-UP signature practices such as working with ELLs, teaching students with special needs, co-teaching in the classroom, formative assessment techniques, the Danielson Framework for Teaching and many more.

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<td>9:00 – 10:00</td>
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<td>10:15 – 11:00</td>
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<td>MATH-UP Teacher Focus Group</td>
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*Raffle at 2:45 p.m. – Participants MUST be present.*
Keynote
9:00 – 10:00 a.m.

Dr. Sonia Nieto
Author of Why We Teach Now

During her keynote address, Dr. Sonia Nieto will discuss her new book Why We Teach Now, the sequel to Why We Teach. Why We Teach Now chronicles the stories of classroom teachers across the country; highlighting their struggles and optimism. Dr. Nieto inspires teachers to become the advocates that they truly are in order to benefit our students and the teaching profession as a whole.

Concurrent Workshop Session 1
10:15 – 11:00 a.m.

Using Co-Teaching to Support English Language Learners and Special Education Students

Jennifer Kellogg, Teacher, Grade 1 ICT/BIL, P.S. 1 & Katrina Garcia, Teacher, Kindergarten BIL, P.S. 1 (MATH-UP Alumna – Cohort 2)

Although Co-Teaching has its roots in Special Education, the co-teaching models have been expanded to describe any classroom setting where two teachers share responsibility for a group of students. In this session, we will focus on some key strategies for truly harvesting the “power of two” to foster learning and success for students who may struggle with language proficiency and/or learning issues in the same classroom. See how two teachers can work and plan together to create a seamless learning environment for both students and teachers.

Using Manipulatives to Make Math Come Alive!

Rogelio Herrera, Math Coach, P.S. 1

With the advent of the Common Core and new math programs, students are required to think in ways that may be different from what was required in the past. Teachers are always looking for new ideas to make math concepts meaningful and appropriate to the developmental levels of students they teach. Math manipulative are a perfect solution to both of these challenges. Join us for a fun session where you will get some great ideas for helping your students interact in small groups while learning some key math concepts.

ROOM: B15

ROOM: B81
Keeping Learning on Track and Formative Assessment in Action!

Melissa Allman, Teacher, Grade 3, P.S. 1 & Leoney Jarvis, Teacher, Kindergarten, P.S. 1

*Keeping Learning on Track* (KLT) has been a signature practice of MATH-UP since its inception. While KLT has over 100 techniques as part of its program, these techniques may look different depending on the age of students. Come see and hear real classroom examples of how an upper elementary teacher uses these techniques and how a kindergarten teacher modifies the techniques for younger children. Learn how you can utilize KLT techniques with your students and in the process boost your skills in 3d: Using Assessment in Instruction in the Danielson Framework.

**ROOM: B83**

Concurrent Workshop Session 2  
11:05 – 11:50 a.m.

Utilizing Ready Gen in the Balance Literacy - Writer's Workshop Model

Deborah Morgan, Teacher, Grade 5, P.S. 55 & Comfort Quarshie, Teacher, Grade 4, P.S. 55

Introducing the stages of Balanced Literacy Writer’s Workshop, participants will be able to assess students’ writings with a given rubric and provide feedback in the form of conferencing for possible next steps and mini lessons.

**ROOM: B86**

Working with English Language Learners (ELLs)

Charlene Cabrera, Teacher, Grade 3 BIL, P.S. 114 (MATH-UP Alumna – Cohort 1) & Diana Villa, MATH-UP Intern (Cohort 4), P.S. 114

During this workshop we will determine what we know about English Language Learners (ELLs) in our population by examining data related to our students. We will explore strategies for working with ELLs using the SIOP model. During this session we will also have an interactive close reading lesson related to the CCLS. We will identify the components of a close reading lesson and the skills that our students should be learning; and how helpful close reading is to ELLs.

**ROOM: B81**

Effectively Planning for Instruction Using the Workshop Model

Dayna Kaltman, Teacher, Grade 2, P.S. 291

In this session I will explain the importance of planning for instruction using the Workshop Model. I will demonstrate the different components of each lesson using the craft of the mini lesson and the “to, with, by” modeling strategy.

**ROOM: B15**

Developing & Using Student Created Rubrics

Lydia Cooper-Fall, Teacher, Grade 2, P.S. 73, Jeanette Officer, Teacher, Grade 2 SPED, P.S. 73 & Shawn Barnwell, MATH-UP Intern (Cohort 4), P.S. 73

While teachers understand the value of having students use rubrics and other self-assessment techniques, time does not always allow us the opportunities to incorporate these techniques in our daily instruction. So the idea of having students actually create rubrics might sound like a scary and time-consuming proposition. Join us as we share our journey in learning to create rubrics with our students and the surprising learning benefits to both students and teachers. This session aligns with 3d: Using Assessment in Instruction of the Danielson Framework

**ROOM: B86**

Classroom Behavior Management for Grades K-1

Brendalyn Lopez, Teacher, Grade 1, P.S. 1 & Piarina Rosa, Teacher, Grade 1, P.S. 1 (Both MATH-UP Alumni – Cohort 1)

The purpose of this workshop is to provide strategies and examples of how to effectively manage classroom behavior for grades K-1.

**ROOM: B83**
Charlotte Danielson states what all teachers know, “Learning cannot occur where students are out of control.” Respectfully managing student behavior, setting clear behavioral expectations and responding appropriately to student misbehavior are important skills that teachers must master before they can effectively engage students in important learning. This workshop will address these issues and more! Learn how such things such as room arrangement, proximity, rewards, consequences, and many other factors contribute to a safe and respectful learning environment for students and teachers. This workshop aligns with 2d: Managing Student Behavior of the Danielson Framework.

ROOM: B81

### Now What? Strategic Planning for Math Using the Common Core State Standards

Marsha Wedderburn, Teacher, Kindergarten, P.S. 55

Participants will receive an overview that aligns the standards to the lessons within their curriculum and to the number of points on the state exam. Participants will sit in groups according to grade to analyze the strengths and weaknesses of the grade and discuss best practices and techniques to tweak the program for next year.

ROOM: B86

### Symposium Website

For access to the presentations from all the workshops, please visit our website: [www.lehman.edu/academics/education/math-up-program/signature-practices-symposium.php](http://www.lehman.edu/academics/education/math-up-program/signature-practices-symposium.php)

### Acknowledgements

The MATH-UP Program would like to thank all the staff and faculty for making this event possible. A special thank you to our partners: Educational Testing Service (ETS) and Greenlight for Learning for their contributions to the bags for our presenters.