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PROFESSIONAL DEVELOPMENT SERVICES FOR K-12 EDUCATORS

Edited by
Ellin Oliver Keene

**Mere Mortals:
Teachers Are the
True Superheroes
of a School's Success**

By Joe Mills
and Lorilee Cabrera Liberato

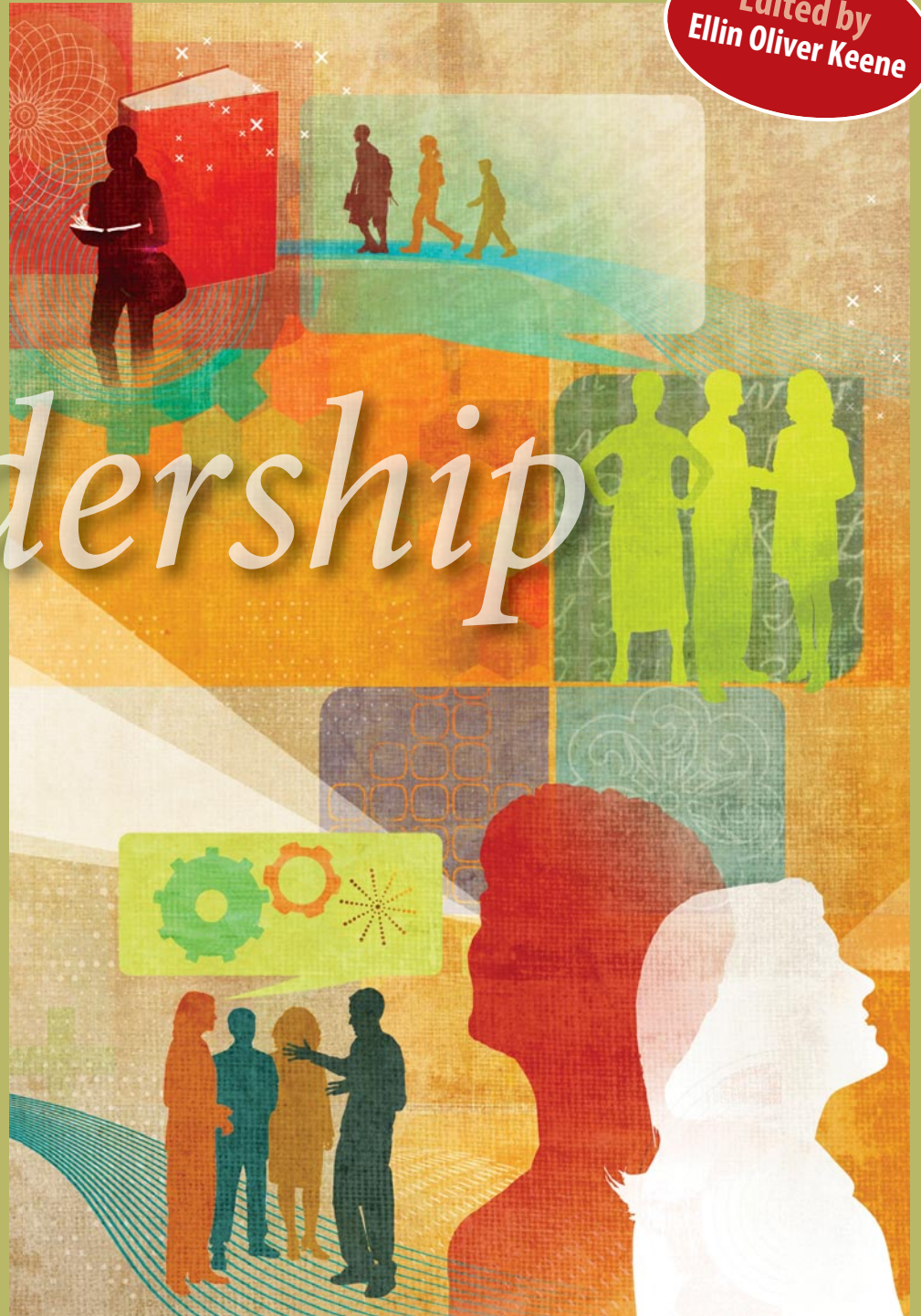
Leadership

**A Cautionary Tale
of Gun Violence,
Test Scores,
and Leadership
at P.S. 277**

By Dan Feigelson

**What the Heck
Do Principals
Really Do?**

By George Shea





Features

- 4 Mere Mortals: Teachers Are the True Superheroes of a School's Success**
By Joe Mills and Lorilee Cabrera Liberato
- 26 A Cautionary Tale of Gun Violence, Test Scores, and Leadership at P.S. 277**
By Dan Feigelson
- 42 What the Heck Do Principals Really Do?**
By George Shea



CONTENTS



Sections

Online PD

- 7 Digital Campus
- 13 Live Webinars
- 17 Blended PD

On-Site PD

- 19 Fountas & Pinnell
- 30 School-Based Seminars
- 44 Speakers & Consulting Authors
- 53 Residency Programs

Off-Site PD

- 55 Multi-Day Institutes
- 58 One-Day Workshops
- 64 Workshops Schedule

Inside Back Cover Registration Form

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Heinemann
PROFESSIONAL DEVELOPMENT
DEDICATED TO TEACHERS

■ In this issue, we explore leadership from several unique perspectives through stories from teacher leaders, a school principal, and a central office administrator.



From the Director

Dear Educators:

Regardless of time or place, it seems that our curiosity for good examples of leadership runs deep. We all enjoy listening to an interview with an inspirational CEO, cheering for an underdog team being led to victory with help from an amazing coach, or having a watercooler conversation about the latest Hollywood rendition of a courageous person who made a difference. We know good leadership when we experience it, but we also know that effective leadership cannot be easily replicated. That's why we want to hear these leaders' stories; it's a chance to learn from their example and apply their lessons to our own specific challenges.

As we try to make sense of these stories, it's also tempting to list the abilities and ingredients for success. Clearly, certain qualities are essential for any leader to be effective. Honesty, hard work, confidence, and commitment to a specific set of outcomes are needed regardless of the organization or entity. Successful leadership also requires empathy, humility, good timing, and a bit of luck. In my opinion, however, a specific leader's actions and insights are often difficult to describe.

Many years ago as a young, first-year principal, I didn't have a clue how to lead my fledgling school. Initially, I thought I could achieve success by replicating what I had seen at the school where I had taught. Later, after many errors both large and small, I learned that leading my school would be a shared and somewhat clumsy experience with my colleagues and the wider school community. Unique challenges required a completely alternative approach. Another individual might have taken a different path.

In this issue of our catalog-journal, we explore leadership from several unique perspectives through stories from teacher leaders, a school principal, and a central office administrator. Literacy coaches Joe Mills and Lorilee Cabrera Liberato remind us that every educator is a member of a collaborative leadership team. As principal, George Shea knows that an important part of his job is to step aside and let teachers teach. Finally, Dan Feigelson's account of a struggling school in the Bronx whose leaders had the courage to stick with a curriculum decision is proof that prioritizing student needs is an element of success.

As unique as they are, these stories will seem familiar to readers. We're all facing similar challenges and exploring creative ways of addressing them. I know you'll enjoy reading these examples of good leadership and discussing with your colleagues how they relate to your work.

Stephen Perepeluk



■ **These leaders move quietly, working the back channels to make sure that teachers are free to teach and children are engaged in the kind of learning experiences that they will remember for a lifetime.**

From the Editor

Dear Educators:

I've learned a great deal about leadership in my thirty-two-year career. I've found that leadership calls for a healthy dose of civil disobedience, a willingness to swim upstream, and a whole lot of quiet courage. This is often unobtrusive work that doesn't make the local paper, get you the "employee of the month" parking spot, or even earn a mention in a faculty meeting. This issue spotlights leaders whose work exemplifies this type of leadership. They wouldn't hesitate to stretch the rule boundaries if they knew that children would be the ultimate beneficiaries. They move quietly, working the back channels to make sure that teachers are free to teach and children are engaged in the kind of learning experiences that they will remember for a lifetime. These are people who push the limits even when no one is looking. There is an ethical pulse that beats within them.

I invited four of these leaders to write for this issue. At first glance, their sphere of influence appears different; one works as a central administrator for the New York City Board of Education, another is a school principal in a relatively small town, and the other two are literacy coaches in a high-poverty school district. But as you read their short pieces, look for the through line that connects them and you'll find a flawless guide to education leadership. It is quite subtle as is often true of great leadership.

Dan Feigelson's article introduces us to a school in the Bronx determined to listen to children and let their passions drive inquiry in the face of tremendous pressure to change methodology to raise test scores. Wait until you get to the end—it turns out that great instruction and growth measured on tests aren't mutually exclusive.

George Shea, a principal in Heinemann's home town of Portsmouth, New Hampshire, is the kind of principal teachers and students long to work with. But his success turns out to be based, in part, on some very unusual moves he has made over the years. You're unlikely to find George trumpeting his success; his is the most meaningful form of leadership—the kind that allows teachers to teach and children to learn.

Our third article comes right from the classroom. You'll hear from two literacy coaches charged with getting their colleagues to collaborate on behalf of students in a school district plagued with low test scores and bad press. They decided not only to take up the challenge but to turn the leadership over to the teachers. They created Professional Learning Communities that are now being replicated districtwide. They would, if they were writing this letter, give all credit to their colleagues, but I know, because I'm privileged to have worked with them and call them friends, that they found a way to bring people with widely differing philosophies together to explore students' work and eventually get into each other's classrooms. They didn't just provide leadership—they *created* it in others. The opportunities offered in this catalog can help you do the same.

Ellin Oliver Keene

Mere Mortals:

Teachers Are the True Superheroes of a School's Success

Lessons in Teacher Leadership **By Joe Mills and Lorilee Cabrera Liberato**

Who are the leaders in today's schools? Can a principal work as a visionary, manager, professional development provider, school counselor, community liaison, and achievement booster or do we need a superhero in every school? What does leadership look, sound, and feel like in today's data-driven, media-spotlighted school? It certainly doesn't take long to find newspaper or documentary pieces about how schools are failing students. What kind of leadership should we seek?

We believe that teachers are (without always being acknowledged as such) the heart of a school's leadership community and are, in many districts, already working alongside principals to breathe new life into our conceptions of leadership. Modern teacher leadership looks different than in well-loved movies of past generations like *Lean on Me* and *To Sir, with Love*. In those portrayals, one teacher single-handedly becomes the hero, the leader not only of a class, but of the school and community.

Today teacher leadership is much more collaborative (DuFour et al. 2006; Kruse, Louis, and Bryk 1994). Teachers now recognize the need to take action from within to make schools places where teachers, children, and families thrive. We are fortunate to work together in a midsized Northeastern city where children have been the beneficiaries of reimagined teacher leadership and we're eager to share that story.

Our Story

In our work as literacy coaches, we have seen teachers rise to the occasion and become leaders when they have meaningful opportunities to work together. We believe inquiry-based, data-driven, teacher-led

PLCs are the heart of school leadership, not only because they have a significant, positive impact on teacher effectiveness and on student learning (Palmisano 2013; SEDL 2013) but also because they create the conditions for teachers to take the leadership reins. As we put PLCs into place, we studied *The Model Standards for Teacher Leaders* (ASCD 2011). It holds that teacher leaders support and improve teaching and learning by:

- fostering a collaborative culture
- using research
- promoting professional learning
- promoting the use of assessments and data
- improving outreach and collaboration with families and community, and
- advocating for students and the teaching profession.

The following scenarios are examples from our experience of how teachers, collaborating within PLCs, breathe life into the *Model Standards for Teacher Leaders*. The names have been changed to protect the identities and secret locations of the superheroes!

We began with the conviction that a collaborative PLC culture is fostered by embracing diverse expertise, providing a forum for all voices, and giving opportunities for shared decision making. This belief was challenged, however, when we began working with a large second-grade team. How could there be enough time and opportunity for eight individuals to inquire into a single problem of practice? But it only takes one teacher who rises to the occasion. Rose, a second-grade teacher, stood out as a leader from the start. Her optimism, respect for other's views, and listening skills gained her peers' respect.



She frequently volunteered to try a new classroom practice first, and she opened her classroom for peers to observe their discussions in action. We were surprised and delighted when the group agreed to videotape and share their practice with others.

We had similar worries when we worked with a team of fourth- and fifth-grade teachers with extremely different pedagogical beliefs, experiences, and practices. But focusing our inquiry on student data helped us find common ground. Everyone on the team was interested in helping students understand text more deeply. As we researched different aspects of comprehension and planned and implemented new approaches, our inquiry morphed into something the whole district was interested in joining. The PLC eventually led the district's first public research lesson! They inquired into how conversation leads to deeper comprehension and how it can support written response to text. Their professional learning led to improved results in student writing and contributed to increased scores on state summative assessments, not to mention closer alignment of the teachers' practices.

These are only two examples of how education's real superheroes, disguised as teachers, are making a difference in schools across the country. They do this with scant resources and precious little time. Imagine what could be accomplished if the resources invested in programs and external "fixes" were allocated to provide time and structures for these superhero teams to carry out their collaborative missions on a daily basis!

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Joe Mills and Lorilee Cabrera Liberato

are Literacy Fellows with Cornerstone Literacy (CLI/ www.cornerstoneliteracy.org), a not-for-profit organization that works to improve literacy and critical-thinking skills for students in high-poverty communities. Initially founded as a national literacy initiative of the New York Institute for Special Education, CLI has worked with more than 100 schools in 14 districts, providing embedded professional development aimed at increasing the number of highly effective teachers and helping schools create a culture where teachers can be successful and students have the opportunity to learn, develop, and achieve at high levels.

To continue to engage with Joe and Lorilee go to www.heinemann.com/pd/journal.



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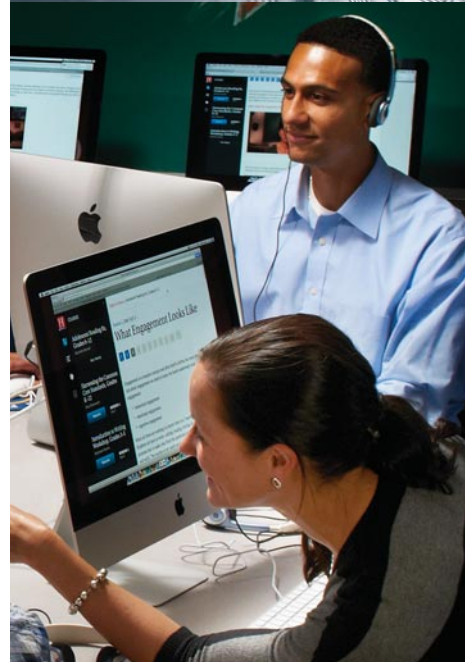
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Harnessing the Common Core Standards to Achieve Higher Levels of Reading and Writing / Grades K–12

Presented by **Mary Ehrenworth**



Self-Study / DCOCN0002
\$279.00 per participant

Implement the Common Core with Confidence

Mary Ehrenworth shows how to achieve a high-quality implementation of the Common Core standards through curricular planning, professional collaboration, and instructional best practices.

Course Objectives

- Learn how to read the Common Core State Standards
- Evaluate your reading and writing instruction against CCSS expectations
- Raise students' skill levels with specific teaching strategies
- Plan strategically, within your own classroom, across content areas, and across the grades
- Understand CCSS "hot spots" and strategize to address them effectively

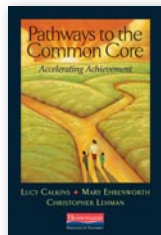
Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as to practice with students. Participants are required to have a copy of *Pathways to the Common Core*.

Course Syllabus

- Session 1 Get to Know the Writing Standards and Make Choices to Fortify Your Writing Curriculum
- Session 2 Harness the Power of the Common Core Through Strategic Planning
- Session 3 Move Closer to Close Reading
- Session 4 Raise the Level of Nonfiction Reading
- Session 5 Get the Most from Your Instruction
- Session 6 Navigate the Hot Spots of the Common Core

Related Resource:



Making Math Far More Accessible to Our Students / Grades K–12

Presented by **Steven Leinwand**



Self-Study / DCOCN0009
\$279.00 per participant

Math Instruction Demystified

Steve Leinwand strengthens teachers' confidence and capacity to make K–8 math instruction far more effective. From engagement to best practices to differentiation, he helps maximize students' understanding through language, alternative approaches to problem-solving, and multiple representations. Then he ties it all together with ideas for effective lesson planning.

Course Objectives

- Develop techniques for increasing student engagement and learning
- Explore classroom routines that focus on student explanation
- Promote fruitful discussion in the mathematics classroom
- Plan, teach, and reflect on lessons based on ideas presented in the course

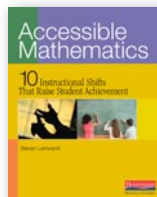
Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Making Math Come Alive for Our Students: Providing a Reason to Care
- Session 2 Maintaining Skills and Concepts: Providing Systematic Review and Distributed Practice
- Session 3 Moving from Convergent to Divergent Discourse: Providing Open-Ended Questions
- Session 4 Visualizing and Verbalizing: Multiple Representations and Language-rich Classes
- Session 5 Moving Beyond the One Right Answer: Providing Alternative Approaches to Computational Procedures
- Session 6 Creating Powerful Lessons: The Importance of Deliberate Planning

Related Resource:



Kids with Grit: Everyday Habits / Grades K–5

Everyday Habits That Grow Readers

Presented by *Samantha Bennett and Debbie Miller*



Self-Study / DCOCN0008
\$279.00 per participant

The Nitty Gritty on Nurturing Resilient Readers

What are the habits of readers with grit? Can we model them and even teach with grit? Sam Bennett and Debbie Miller share practices and structures that help students meet reading standards by looking beyond one school year and toward a lifetime of strong reading habits and academic success.

Course Objectives

- Describe the habits of kids with grit
- Describe the habits of a teacher with grit
- Learn to organize learning time to intentionally increase grit
- Explore the impact of the use of learning targets on grit
- Analyze how a teacher's words influence grit
- Discover ways to structure a physical environment to impact grit
- See what kind of teaching risks impact grit

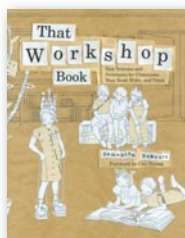
Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Make Grit a Habit
- Session 2 Plan for Grit
- Session 3 Assess for Grit
- Session 4 Talk for Grit
- Session 5 Design for Grit
- Session 6 Fail for Grit

Related Resources:



Teaching Reading in Small Groups / Grades 1–6

Matching Methods to Purposes

Presented by *Jennifer Serravallo*



Self-Study / DCOCN0007
\$279.00 per participant

Assess Confidently, Teach Powerfully

It is possible to assess, plan, and teach small groups of readers to meet increasing demands and challenges, while still holding tight to the joy and love of literature. To think beyond guided reading, Jen Serravallo helps teachers learn to analyze student data in order to form small groups and discover a new repertoire for helping readers find increased skill and independence.

Course Objectives

- Become well-versed in assessment lenses and tools
- Target what instruction each student needs and form groups accordingly
- Understand small-group structures to support engagement, fluency, comprehension, print work, and conversation skills
- Learn about and decide on a note-taking system
- Practicing a scheduling technique to ensure ongoing assessment

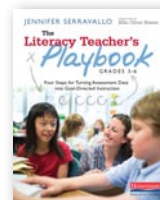
Course Structure

The course is composed of seven sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Assessing Readers to Learn What to Teach
- Session 2 Fundamentals: Independent Reading and Conferencing
- Session 3 Supporting Engagement Through Small Groups
- Session 4 Strategy Lessons
- Session 5 Considering Alternate Structures for Alternate Purposes
- Session 6 Conferencing During Partnerships and Book Clubs
- Session 7 Putting Management into Focus: Note-taking and Scheduling

Related Resources:



Writing About Reading / Grades K–5

How to Help Students Engage Deeply
with Texts and Document Their Thinking

Presented by *Kathy Collins*



Self-Study / DCOCN0006
\$279.00 per participant

Deeper Comprehension Begins with Picking Up a Pencil

Kathy presents a vision of writing about reading that considers the needs of all learners by differentiating for various learning styles and attitudes. She demonstrates how to use the reader's notebook as both a tool for evaluation and a way for readers to deepen comprehension while increasing engagement, agency, and their passion for exploring the relationship between texts, themselves, and the world.

Course Objectives

- Expand the possibilities of reader's notebooks
- Differentiate writing-about-reading tasks to play to readers' strengths
- Evaluate student work to plan instruction
- Move from teacher-led to student-initiated documentation of texts
- Create mentor texts to support children's writing about reading

Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Broadening Our Vision of Writing About Reading
- Session 2 How Talking About Text and Writing About Reading Work Together
- Session 3 Not Only Writing About Reading but Documenting Your Reading
- Session 4 What Writing About Reading Can Look Like
- Session 5 Moving from Teacher-Led to Student-Initiated Writing About Reading
- Session 6 Evaluating Kids' Work and Using It to Plan Instruction

Introduction to the Writing Workshop / Upper Elementary Grades

Presented by *Stephanie Parsons*



Self-Study / DCOCN0004
\$279.00 per participant

Teaching Writing More Effectively Isn't Magic

Stephanie Parsons, a practicing fourth-grade teacher, shows participants how to get going with writing workshop—the highly effective, flexible framework pioneered by Don Graves and popularized by Lucy Calkins.

Course Objectives

- Learn the guiding principles of writing workshop
- Understand the writing process
- Experience the writing process firsthand by writing your own narrative
- Build a writing curriculum
- Learn and experiment with the structures of writing workshop
- Practice assessing writers and their writing
- Consider how to create the optimal social and physical environment for writing

Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 The Guiding Principles of Writing Workshop
- Session 2 The Writing Process
- Session 3 Looking at Curriculum
- Session 4 A Day in Writing Workshop
- Session 5 Looking at Writers and Their Writing
- Session 6 Social and Physical Environments

Related Resources:



Nonfiction Writing / Grades K–5 Intentional, Connected, and Engaging

Presented by Linda Hoyt and Tony Stead



GRADES K–2
Self-Study / DCOCN0010
\$279.00 per participant

GRADES 3–5
Self-Study / DCOCN0011
\$279.00 per participant

Real Strategies for Teaching Real-Life Writing

Linda and Tony show you how to teach the nonfiction writing genres mandated by the CCSS. Their strategies help you promote writing across the curriculum and support writers as they increase their output, elevate their craft, and express wonder about their world.

Course Objectives

- Discover strategies for ensuring students' success with nonfiction research and writing
- Evaluate your instruction against CCSS expectations and the strategies modeled in this course
- Reflect on your practice and identify how and when to use these strategies
- Learn to use these strategies in all curriculum areas
- Develop new ways to engage students in extended units that require research and writing

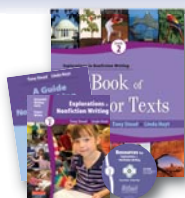
Course Structure

The course is composed of seven sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as practice with students.

Course Syllabus

- Session 1 Writers as Researchers
- Session 2 Power Writes: Nonfiction Writing Across the Curriculum
- Session 3 Power Writes: Craft and Conventions in Nonfiction Writing
- Session 4 Extended Writing Units: Using the R.A.N. Chart
- Session 5 Extended Writing Units: Providing Scaffolds
- Session 6 Extended Writing Units: Individual Reports
- Session 7 Focus on Opinion Writing

Related Resources:



Adolescent Reading Rx / Grades 6–12 What to Try When Teen Readers Can't or Won't

Presented by Samantha Bennett and Cris Tovani



Self-Study / DCOCN0005
\$279.00 per participant

Reel in Reluctant Readers!

Reluctant readers are finally within the reach of every teacher! Sam Bennett

and Cris Tovani share ways to demolish disengagement, boost comprehension of increasingly sophisticated texts, leverage formative assessment to create instructional feedback, and create meaningful summative assessments and grading practices.

Course Objectives

- Find ways to create a web of authentic, compelling reasons for students to read
- Evaluate the efficiency and effectiveness of instruction on a daily, weekly, quarterly, or annual basis
- Discover strategies for helping students comprehend more sophisticated texts over time
- Learn techniques for checking whether readers are improving over time
- Generate a nine-week unit plan that includes an anchor-text unit and a choice-based readers workshop unit

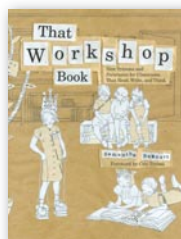
Course Structure

The course is composed of six sessions. Each session will take about an hour to complete, with additional opportunities to read and reflect offline as well as to practice with students.

Course Syllabus

- Session 1 Demolishing Disengagement
- Session 2 Use of Time: Intentionally Planning for Students to Do the Work of Learning
- Session 3 Strategy Instruction: Ways Readers Make Meaning
- Session 4 Getting and Giving Feedback That Feeds
- Session 5 Grading
- Session 6 Creating an Action Plan

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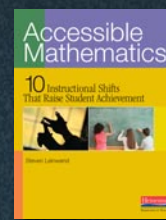
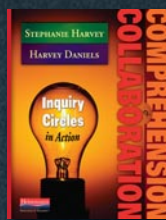
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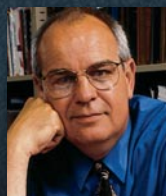
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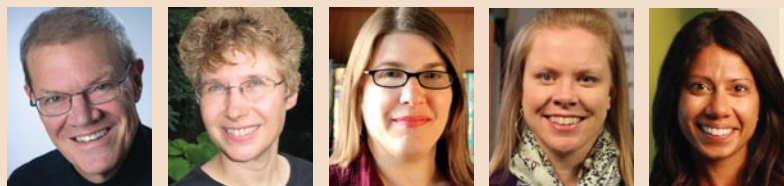
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The following topic areas, author-presenters, and related books represent a sampling of the growing and rolling schedule of Live Webinars that Heinemann offers through the year.

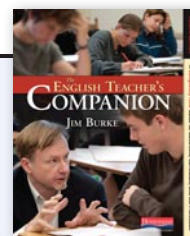
For more information on Heinemann's Live Webinars, please see page 13, or go to Heinemann.com/PD/livewebinars or call 800-541-2086 ext. 1151.

Literacy Webinars



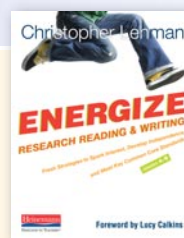
JIM BURKE

The English Teacher's Companion (3–8)



CHRIS LEHMAN

Energize Research Reading and Writing (3–8)



Reading Webinars



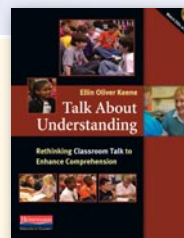
HARVEY "SMOKEY" DANIELS

Texts and Lessons for Content-Area Reading (6–12)



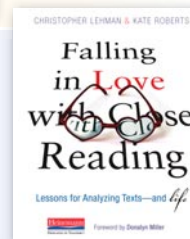
ELLIN OLIVER KEENE

Talk About Understanding (K–8)



CHRIS LEHMAN AND KATE ROBERTS

Fall in Love with Close Reading (4-12)



Reading Webinars (continued)



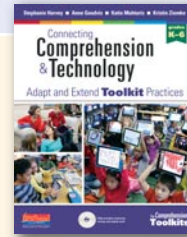
JENNIFER SERRAVALLO

Teaching Reading in Small Groups (3–5)



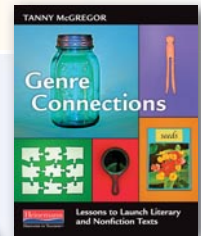
KRISTIN ZIEMKE

Connecting Comprehension and Technology (K–6)



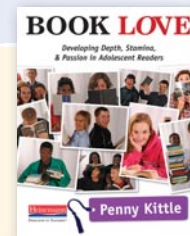
TANNY MCGREGOR

Genre Connections: Lessons to Launch Literary and Nonfiction Texts (K–6)



PENNY KITTLE

Book Love: Increasing Engagement, Stamina and Independence (6–12)



Writing Webinars



MATT GLOVER

Projecting Possibilities for Writers: Designing Units of Study (K–5)



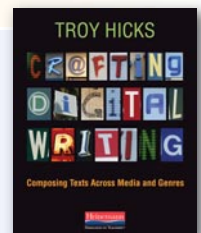
CARL ANDERSON

Today's Writing Workshop: Linking Conferences to the New Writing Standards (3–8)



TROY HICKS

Crafting Digital Writing (4–12)



Fountas & Pinnell Webinars

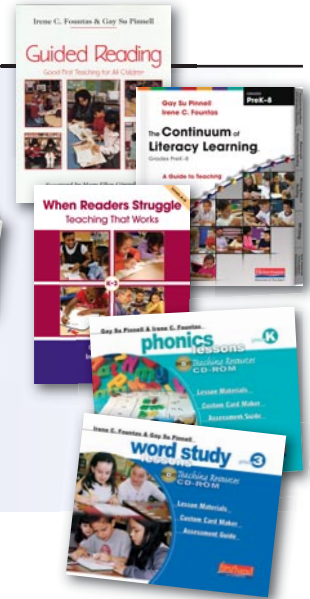


WEBINARS WITH FOUNTAS & PINNELL-TRAINED CONSULTANTS

Presenting live PD webinars on:

- The Benchmark Assessment System
- Guided Reading
- The Continuum of Literacy Learning
- When Readers Struggle: Teaching That Works
- Phonics and Word Study Lessons

Also, consider a custom group webinar presented by a national Fountas & Pinnell content-area expert.

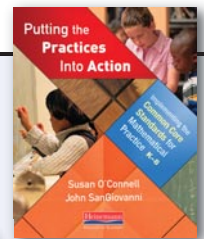


Math & Science Webinars



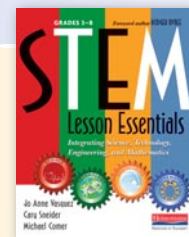
SUSAN O'CONNELL

Putting the Practices into Action (K–8)



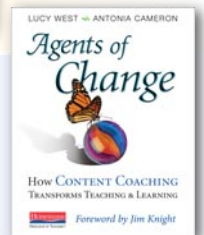
JO ANNE VASQUEZ

STEM Lesson Essentials (3–8)



LUCY WEST AND ANTONIA CAMERON

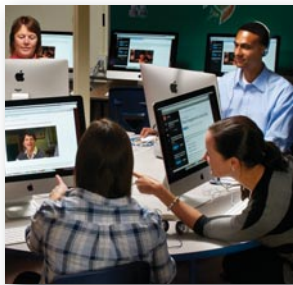
Agents of Change: How Content Coaching Transforms Teaching and Learning (K–8)



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Fountas & Pinnell



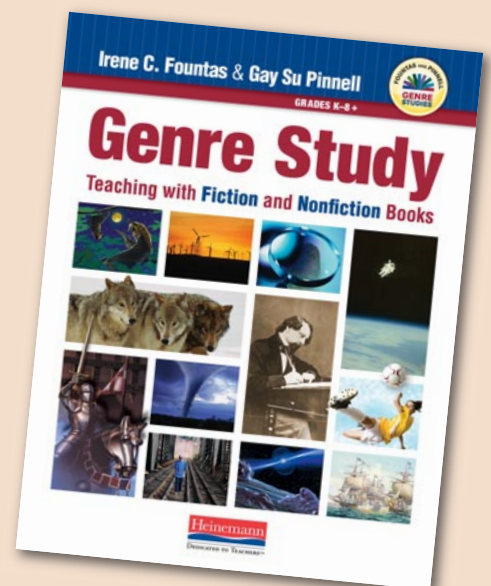
NEW!

**Turn the study of genre
into a lifetime of literacy exploration**

Genre Study: Teaching with Fiction and Nonfiction Books / Grades K–8

In this seminar and in their book *Genre Study: Teaching with Fiction and Nonfiction Books*, Fountas and Pinnell advocate teaching and learning in which students are actively engaged in developing genre understandings and applying their thinking to any genre. It is through using genre understandings that your students will learn to think, talk, and read texts with deeper understanding, and write more effectively. Partner with a Fountas and Pinnell-trained consultant for this school-based seminar and each participant will:

- Receive an overview of the layout and content of *Genre Study*.
- Gain a beginning understanding of the genres and forms of literature, including the differences between poetry and prose.
- Understand the steps in the process of genre study and the roles of both the teachers and students during the process.
- Explore the instructional context for genre study and the relationship between text complexity and learning to process text.
- Learn how genre study might be carried over the course of a month within interactive read-aloud, and readers' and writers' workshop.



Benchmark Professional Development

For the *Fountas & Pinnell Benchmark Assessment System*

The *Fountas & Pinnell Benchmark Assessment System* is a one-on-one, comprehensive assessment to determine independent and instructional reading levels, for placing students on the F&P Text Level Gradient™, and for connecting assessment to instruction with the *Continuum of Literacy Learning*.

Available for both System 1 (Grades K–2) and System 2 (Grades 3–8), Benchmark Professional Development introduces participants to the thinking behind the *Fountas & Pinnell Benchmark Assessment System*, provides training on how to administer and analyze the assessment, and helps participants understand instructional and grouping implications.

Through demonstration, guided practice, and discussion, teachers will gain a deep understanding of the system, including how to:

- administer, code, and score a Benchmark reading assessment
- determine independent, instructional, and placement levels for readers using the F&P Text Level Gradient™
- analyze a child's reading performance—including reading comprehension, reading rate, and word analysis—to assess the reader's current processing system.



Role of the Administrator in the Implementation of Benchmark Assessment

Administrators play an important role in determining the success of school initiatives, including the implementation of the Benchmark Assessment system. In order to support the implementation process and the teachers using the materials, principals must have a solid understanding of the Benchmark Assessment system, the role of assessment in effective instruction, and how to support those using the assessment.

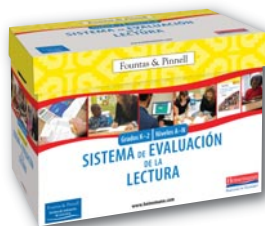
This seminar will provide an overview of the Benchmark Assessment system, including research, the importance of taking and analyzing reading records, and how to link assessment to instruction. It will suggest ways to facilitate implementation, and will provide specific checklists of things to look for in effective administration of the Benchmark Assessment system, and evidence of its application to classroom instruction.

Professional Development

For the Fountas & Pinnell *Sistema de evaluación de la lectura (SEL)* Niveles A–N, Grados K–2

Sistema de evaluación de la lectura is a highly reliable, research-based resource for:

- Determining students' Spanish reading levels based on the F&P Text Level Gradient™, Levels A–N.
- Assessing and understanding students' reading performance in both fiction and nonfiction genres.



- Connecting assessment to Spanish literacy instruction using the *Continuo de adquisición de la lectoescritura*.

This professional development introduces participants to the thinking behind the *Sistema de evaluación de la lectura* and provides training not only in how to administer and analyze the assessment, but how to turn the analysis into sound instructional decision making.

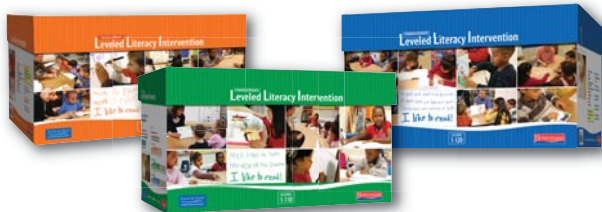
Leveled Literacy Intervention (LLI) Primary Systems for Grades K–2, Levels A–N Professional Development

The groundbreaking *Fountas & Pinnell Leveled Literacy Intervention* (LLI) is a research-based, supplementary intervention system designed to help teachers provide powerful, daily, small-group instruction for the lowest-achieving students in the early grades.

LLI Professional Development for the Orange, Green, and Blue systems includes three days of training (two days of intensive learning plus one follow-up day) to give participants an in-depth understanding of each of the three primary grade LLI Systems:

- **Orange, Levels A–C (Kindergarten)**
70 lessons with 70 original titles
- **Green, Levels A–J (Grade 1)**
110 lessons with 110 original titles
- **Blue, Levels C–N (Grade 2)**
120 lessons with 120 original titles

Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the LLI lessons, using the *Prompting Guide*, understanding the demands of texts, and documenting progress. In addition to learning how to implement LLI, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress.



Leveled Literacy Intervention (LLI) Intermediate Systems for Grade 3–5, Levels L–W Professional Development

NEW

The newly released *Leveled Literacy Intervention (LLI) Red and Gold* Systems are designed for grade 3 and 4 students who are reading below grade level. The *LLI Purple System*, currently in development for a 2014 release, is designed for grade 5 students reading below level. Designed to bring children up to grade-level performance in as little as 18–24 weeks, *LLI Red, Gold, and Purple* form a powerful, research-based early intervention program designed specifically for intermediate children who have been struggling and lagging behind their peers for a number of years.

- **Red, Levels L–Q (Grade 3)**
- **Gold, Levels O–T (Grade 4)**
- **Purple, Levels R–W (Grade 5)** — (*Available Fall 2014*)

In this seminar, participants will receive three days of intensive training (two days of intensive learning plus one follow-up day) on *LLI Intermediate* Systems and will learn specific strategies to address the needs of struggling older readers. In addition to an overview of the components and implementation of the new *LLI Intermediate* Systems, this professional development delves in to the advanced routines needed for the intermediate student including a focus on fluency, vocabulary, and comprehension, as well as book discussion times and formats, writing about reading routines, novel units, test-taking study, and silent reading.



Role of the Administrator in the Implementation of Leveled Literacy Intervention (LLI)

Administrators play an important role in determining the success of school initiatives, including the implementation of the LLI system. In order to support the implementation process and the teachers using the materials, principals must have a solid understanding of LLI, its potential impact, and how to support those providing the intervention.

This seminar will provide an overview of LLI, including research, rationales for use, basic lesson structure, typical routines, organization, and scheduling. It will suggest ways to support shifts in teaching and how to facilitate implementation. It will provide specific checklists of things to look for in an effective LLI lesson and how to support a variety of learning experiences for teachers.

Introduction to *The Continuum of Literacy Learning*

Grades PreK–8

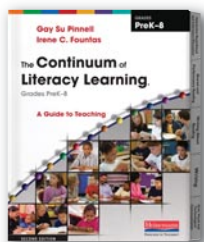
Where other assessment and benchmark systems leave you wondering “Now what?” Fountas and Pinnell provide a link from assessment to instruction via classroom practices such as guided reading and read-aloud. Their professional book *The Continuum of Literacy Learning: A Guide to Teaching* is included with the *Fountas & Pinnell Benchmark Assessment System* and provides the basis for this seminar. Drawing from this important resource, the seminar provides an introduction to *The Continuum* and how it can be used to set goals for learning in planning lessons for individuals, small groups, and the whole class. Discover how *The Continuum* can be used as a bridge in connecting your assessment data and your instruction, as well as how it can serve as a guide for evaluating student progress over time, helping you identify the specific areas in which students need help.

Course goals:

- Learn how to use *The Continuum* to help choose appropriate texts for readers across grades and instructional contexts through text analysis and an understanding of text characteristics
- Explore the behaviors and understandings to notice, teach, and support in getting students to think within, beyond, and about text, and how these understandings shift over time
- Apply *The Continuum* to student work to expand their knowledge of the behaviors and understandings they want to support in reading and writing
- Explore how to support writers in developing skills and strategies in the areas of craft, conventions, and the process of writing

Please note that two full days are recommended for this course in order to fully cover *The Continuum*.

Related Resource:



When Readers Struggle Teaching That Works

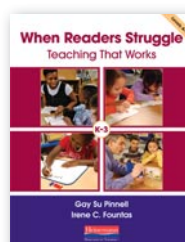
Grades K–3

Effective teaching begins with assessment and focuses on the strengths and needs of individual children. All teachers need to learn how to teach the lowest-achieving children well and to learn how to use behavioral evidence to document their growth. Drawing from Fountas and Pinnell's newest book (also included in the LLI System), *When Readers Struggle*, this seminar will address the range of difficulties that interfere with literacy learning in the primary grades. Beginning with the reading behaviors of proficient readers, participants will learn how to observe and analyze the critical behaviors that keep lower-achieving readers from initiating and problem solving successfully as they read. By understanding reading behaviors and how to respond with language that supports the reader's development, teachers will learn to plan multiple layers of intervention to ensure reading success. Seminar participants will learn how to use *When Readers Struggle* as a comprehensive and practical resource to support effective teaching of low-achieving readers.

Course goals:

- To understand the reading and writing processes and how they change over time
- To learn the variety of factors that contribute to reading difficulties
- To develop effective practices for supporting low-achieving readers in the classroom and in small-group supplementary teaching
- To understand the role of leveled texts in supporting readers' progress
- To learn the LLI lesson framework for small-group supplementary intervention
- To develop strategies for teaching for, prompting for, and reinforcing effective reading and writing behaviors, including word analysis and comprehension

Related Resource:



Guided Reading

Grades K–3 and

Guiding Readers and Writers

Grades 3–6

An overview of the key principles of reading instruction outlined in Fountas and Pinnell's best-selling *Guided Reading* and *Guiding Readers and Writers*, these seminars provide teachers with an understanding of all of the elements of an effective literacy program, and the different models for integrating these elements into a predictable and organized routine. Customized to meet your teaching and learning needs, topics within the seminars may include reading and writing workshop, guided reading in the intermediate grades, managing the literacy block, and literature discussion groups.

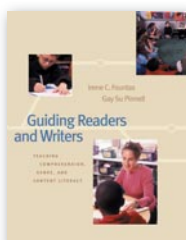
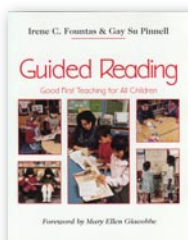
Course goals, *Guided Reading*:

- Gain an overview of the components of the literacy framework as described in *Guided Reading*, including interactive read-aloud, shared reading, guided reading, and independent reading
- Understand how to manage and design meaningful literacy experiences that foster independent learning in grades K–2
- Analyze leveled books to better understand the F&P Text Level Gradient™ and how to match books to readers
- Focus on assessment and how running records and anecdotal evidence help inform our instruction in guided reading

Course goals, *Guiding Readers and Writers*:

- Gain an overview of the three-block literacy framework for grades 3–6 as described in *Guiding Readers and Writers* with a focus on reading workshop and its components: reading mini-lessons, independent reading, guided reading, and literature study
- Explore the sustaining and expanding systems of strategic actions that allow readers to think within, beyond, and about text
- Begin to understand the supports and demands of leveled text and how to match books to readers
- Discuss different management and assessment tools for creating dynamic guided reading groups and planning for targeted instruction

Related Resources:



Teaching for Comprehending and Fluency

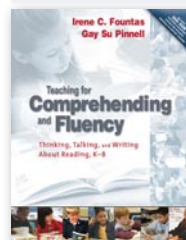
Grades K–8

Teachers will examine the critical elements of comprehension involving readers, texts, and teaching as they study Fountas and Pinnell's important resource, *Teaching for Comprehending and Fluency*. They will gain an understanding of the components of an effective literacy program and how they translate into whole-group, small-group, and individual instruction in both the primary and intermediate grades. This seminar provides an exploration of how students think within, beyond, and about the text to process the full meaning of a text. Teachers will acquire a basic understanding of how all experiences and instruction within the literacy framework is grounded in the reading process.

Course goals:

- Take an in-depth look at teaching for comprehending and fluency throughout the literacy framework from grades K–8
- Explore how to support readers in developing systems of strategic actions for sustaining and expanding their thinking within, beyond, and about text
- Learn how to design reading minilessons to maximize independent reading and help students think within, beyond, and about their reading
- Explore the six dimensions of fluency and how to support fluent and disfluent readers as they read increasingly challenging texts
- Think about how to use shared and performed reading to promote fluent oral processing of text
- Learn how to use interactive read-aloud to engage students in thinking and talking about texts as a foundation for literature discussion and writing about reading
- Use the gradient of text to match books to readers for guided reading
- Observe how teachers use guided reading to teach for effective processing across a variety of genres and increasingly challenging texts
- Discover ways to deepen comprehension through writing about reading in a variety of genres

Related Resource:



Literacy Beginnings

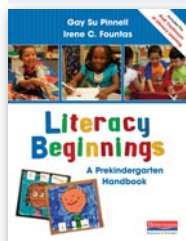
Grades PreK–K

Play and language are both important learning tools for the prekindergarten child. Through play and language, they learn about their world and about themselves and it is in play that early literacy learning begins. Drawing from Fountas and Pinnell's newest book, *Literacy Beginnings: A Prekindergarten Handbook*, this seminar will address the challenges of creating a classroom community that is play-based, but also prepares the children for the literacy-rich world in which they live.

Course goals:

- Understand how to manage and design classrooms that support meaningful learning experiences through play with teachers as facilitators of self-regulated student learners
- Focus on assessment using informal and formal observations that provide evidence to support language development and early literacy concepts through intentional conversational interactions
- Explore *The Continuum of Literacy Learning*, PreK–2 for the behaviors and understandings to notice, teach, and support in order to present playful and joyful yet appropriate, purposeful, and powerful experiences and opportunities to nurture young readers and writers, including learning about letters, sounds, and words
- Discover the rich resources provided in the *Literacy Beginnings* handbook

Related Resource:



Phonics Lessons and Word Study Lessons

Grades K–3

Fountas and Pinnell's *firsthand* publications *Phonics Lessons* and *Word Study Lessons* reflect the most current research on child and language development and support the kind of instruction that emerging readers need. In this seminar, teachers will begin with an instructional and theoretical overview of these powerful resources and move toward understanding and developing a continuum of learning about letters, sounds, and words. They will discover activities designed to help them plan and implement effective lessons for teaching phonics, spelling, and vocabulary, as well as the important role poetry and literature play in supporting children's development of letter and word knowledge.

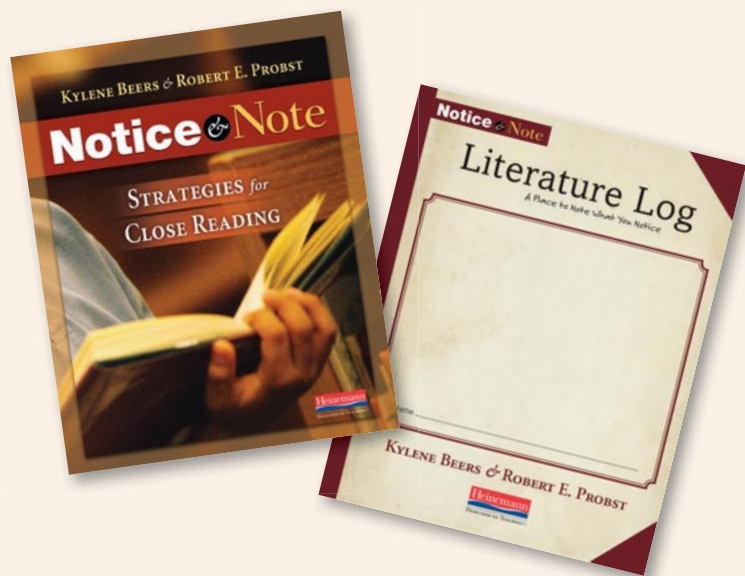
Course goals:

- Learn the role of assessment in teaching with *Phonics Lessons* and *Word Study Lessons*
- Gain knowledge of how the lessons are taught, and actively participate in demonstration lessons
- Gain understanding of, and guidance in, the importance of working with colleagues to implement *Phonics Lessons* in school
- Explore ideas and suggestions for organization of materials needed in the implementation of the *Phonics Lessons*

Related Resources:



From Kyleene Beers & Robert E. Probst, authors of *When Kids Can't Read—What Teachers Can Do* and *Response & Analysis: Teaching Literature in Secondary School*



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ON-SITE PD

Writers, speakers, and well-respected educators, **Kyleene Beers** and **Bob Probst** have worked together for over a decade helping teachers improve the literacy lives of students. Both speak nationally and internationally to administrators and teachers on literacy issues, particularly issues around struggling readers and meeting standards. Their On-Site PD options include speaking engagements, multi-day seminars to meet specific needs, and long-term residency planning to span a school year or more.

To inquire about Kyleene and Bob's availability for On-Site PD, call 800.541.2086, ext. 1402 or visit Heinemann.com/pd/onsite

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A Cautionary Tale of Gun and Leadership at P.S. 277



Literacy coach Tiana Silvas
P.S. 277, South Bronx, New York

Violence, Test Scores,

BY DAN FEIGELSON

What does educational leadership look like in the age of the Common Core State Standards (CCSS)? The CCSS have pushed districts across the country to think deeply about rigorous content. As many states adopt teacher evaluation systems based on rubrics such as Charlotte Danielson's,¹ there is a welcome focus on good pedagogy. But in the midst of these important reforms, one piece of the triangle is often overlooked. Amid the slings and arrows of outrageous politics, the true leaders are teachers and administrators who believe the needs and stories of individual children are what matter most.

Public School 277 is a South Bronx elementary school in the poorest congressional district of the United States. The hundred-year-old building is frequently covered in scaffolding due to its crumbling walls, and Internet and phone service go out regularly. Many students have siblings or parents who are gang members. The 600,000 people living in this section of the Bronx make up one of the largest racially segregated concentrations of poor people in the nation. Though it is only a five-minute subway ride to Manhattan, many students have never been there. With some of the lowest standardized test scores in the system, P.S. 277 is perennially "on the radar" with both the state and the city.

Naima began fifth grade at 277 in September of 2010. It was her third elementary school. From the beginning, she was the odd girl out. Taller than the other kids as a result of being held over, she kept her distance from classmates and maintained a "tough girl" front. Naima often refused to complete her work. She did her best to distract others and was defiant with adults. "We had no idea who she was or what her story was," recalled Tiana Silvas, the school's literacy coach. A few weeks into the year, however, it became apparent that this student was in fact trying to send a message.

One day when Naima refused to go to music class, her teacher, Caitlin Mahoney, called Tiana for help. "Caitlin mentioned that Naima had some laminated newspaper articles in her backpack, and kept pulling them out to read them," the coach explained. "I asked if she'd be willing to share them with the class." After a few seconds of wary silence, the girl responded by silently pushing her articles across the table. In bold letters, the headlines read "Teen Shot." Ms. Mahoney and Ms. Silvas realized what Naima had been trying to tell them all along. Three months before, her 16-year-old cousin had been killed at a birthday party. "We knew then that we had a responsibility to help her," commented Ms. Mahoney. Naima agreed to share her story with the class.

When her classmates returned from music, Naima sat in a chair at the front of the room, ready to share. The other fifth graders gathered in the meeting area, not exactly sure what was going on. After getting out only a few words, Naima's voice cracked and she threw her hands in front of her face. Silence. Tiana asked the students how many of them also had a friend or family member who had been killed in the neighborhood. More than half of the hands in the class went up.

"We decided then that it wasn't just Naima who needed to deal with this," Tiana explained. "We read the article about her cousin aloud, which was a dicey proposition—it was pretty graphic—but how could we not?" The class began buzzing with personal stories, questions, and emotion. After a few minutes of conversation, the teachers sent the students to their writer's notebooks to record their ideas.

When Caitlin collected the notebooks, she discovered they were filled with questions—and that many students were wondering similar things. "It was a moment of truth," she reflected. "Here we were, a struggling school needing to get the test scores up. But it felt irresponsible to let this moment pass."

It was in fact a moment of reckoning. With both state and city breathing down the school's neck, putting the curriculum on hold was a risky move. But teacher leaders do what is necessary for their students, regardless of consequences.

P.S. 277 is a South Bronx elementary school in the poorest congressional district in the nation. Although it's only a five-minute subway ride to Manhattan, many students have never been there.

The two teachers pored through each notebook entry, synthesizing the student's responses. They came up with three guiding questions:

- How do people get guns?
- Why do people own guns?
- Why do people misuse firearms?

The class began an inquiry study on gun violence and its causes. What followed was the most rigorous research the fifth graders had ever done. Seeking answers to their burning questions, these nine-, ten-, and eleven-year-olds read through sections of the Constitution and Bill of Rights. They analyzed crime and poverty statistics in the different boroughs and precincts of New York City, looking at population density in different high-crime neighborhoods. They read articles

and personal narratives, interviewed criminal defense lawyers, watched Internet news videos. “Our main role as teachers,” Tiana recounted, “was to teach them strategies for negotiating complex texts. But mostly they figured it out for themselves. They wanted to know the answers so badly. I remember Brandon combing through a really difficult article, and coming upon this one part where he realized guns were actually legal. He couldn’t believe it. That started a whole new line of research in the class, about how criminals get their guns from legal owners.” After weeks of study, the students put together a fundraiser and gave money to the Brady Gun Control Campaign, in the name of Naima’s cousin.

Caitlin and Tiana were not the only leaders in this scenario. Despite pressure from district and state officials to adopt a more uniform curriculum, Principal Cheryl Tyler had fought hard to maintain an inquiry approach at 277. “Our work is to explicitly teach our children that it is not enough for them to answer the questions of others,” she wrote. “They must be the ones asking the questions, doing the research, and pushing back when the answers don’t make sense.” Other classes had researched issues such as racism (Does it exist today?) and gender stereotypes in books and media. Prior to Ms. Tyler’s taking over, attendance numbers were dismal; children felt no connection between what they were studying in class and their lives outside. By 2010, many cried before Christmas vacation because they could not come to school that week.

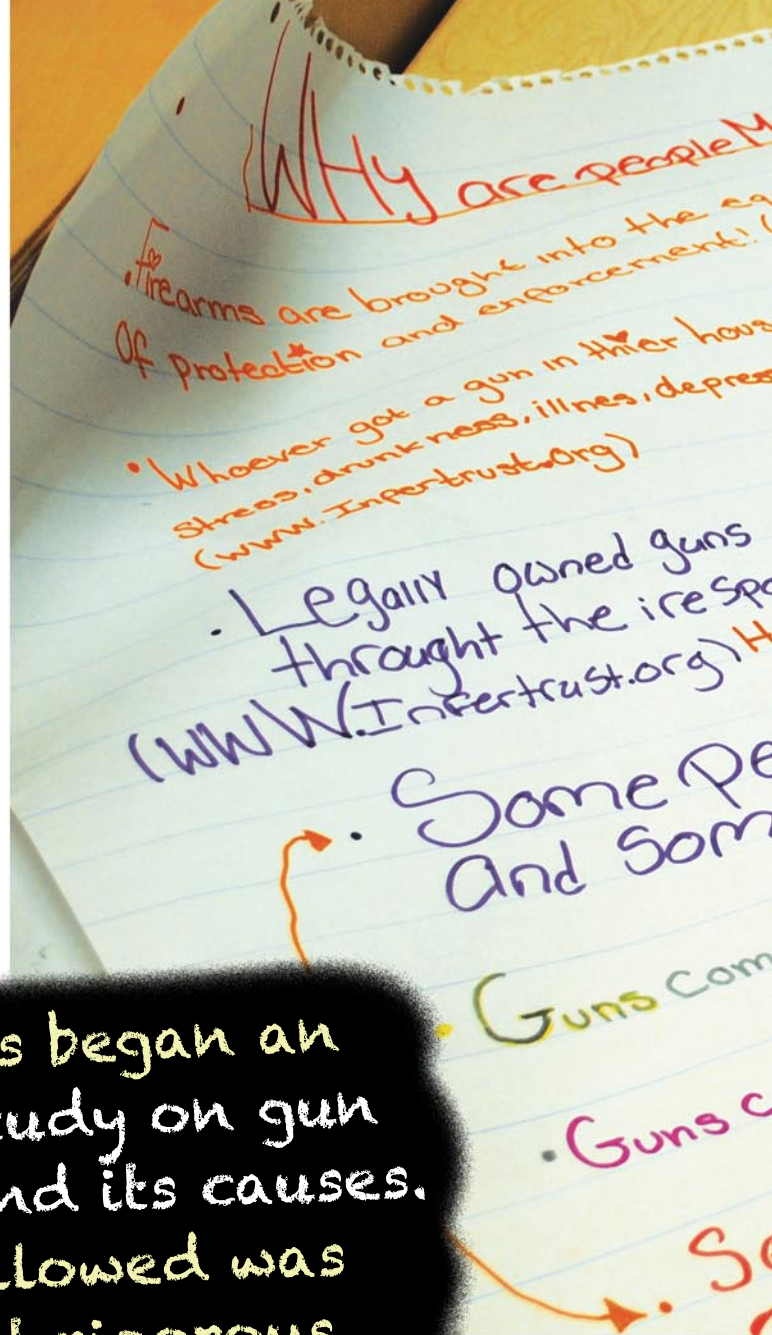
At the same time the fifth graders were learning about gun violence, P.S. 277 was entering another sort of battle. That October, they were identified as an “Early Public Engagement” site—Department of Ed shorthand for a school that may be closed down due to poor test scores.

It was a demoralizing moment. After the initial shock, Principal Tylee addressed her staff and called on them to speak out. The teachers of P.S. 277 rose to the occasion, enlisting parents and elected officials to lobby on their behalf. Staff, community members, and families spoke out at public hearings. Parents and teachers sent copious emails to department officials about the difference the school had made in children’s lives. Principal Tyler succeeded in getting significant media coverage—

The New York Times, *The Wall Street Journal*, and NPR all did features on this “oasis in the South Bronx.”

The hard work paid off. With so many members of the community stepping up, the New York City Department of Education was forced to take notice. P.S. 277 was narrowly granted a reprieve.

Test results did not increase that year. In fact, New York State designated 277 a priority school. State reviews followed in which evaluators made comments such as “You can’t do that sort of teaching with *these* kids.” Nonetheless, the teachers and their principal continued their inquiry work, complementing it with an increased focus on nonfiction reading and writing.



The class began an inquiry study on gun violence and its causes. What followed was the most rigorous research the fifth graders had ever done.

Fast-forward two years. Though Cheryl Tyler had retired, new principal Lila Jorge continued to prioritize instruction

based on the interests and

questions of her inner-city students. Sticking to this approach, the school’s Progress Report went up from an F in 2010–2011 to a C the following year—with particular progress among the school’s lowest third. By 2012–2013, the school’s state English Language Arts scores had gone up even further, and their grade had risen to a B. The state determined that P.S. 277 was no longer a priority school.

It had been clear to anyone who witnessed the gun study in Naima’s class that the teacher leaders and principal of P.S. 277 were doing the right thing. The children had never been more engaged, never done more rigorous work. Moreover, in a neighborhood where school had always seemed irrelevant, kids began to see their classroom as a place



of possibility. Research indicates that major shifts in educational practice are initially followed by a dip in test scores. Though it has taken time, the numbers are starting to catch up to the work. Scores at 277 are finally beginning to improve.

In the name of urgency, politicians, school districts, and high-level administrators have instituted high-stakes accountability measures across the country. These usually involve looking at student progress and performance on standardized tests from one year to the next. When scores do not go up, the jobs of principals and teachers are on the line, resulting in a climate of fear and mistrust. Prioritizing the stories of individual children and communities in such an environment can be dangerous.

Leaders know that to make a difference, one must take the long view. Leaders know that urgency is no excuse for shoddy change.

1. Danielson, Charlotte. 2007. *Enhancing Professional Practice: A Framework for Teaching*, 2d ed. Alexandria, VA: Association for Supervision and Curriculum Development.

Dan Feigelson has worked extensively in New York City schools as a principal, teacher, staff developer, curriculum writer, and local superintendent, and is currently a network leader overseeing 30 elementary and middle schools (including P.S. 277). An early member of the Teachers College Reading and Writing Project, Dan has been featured in instructional videos and web materials and led institutes, workshops and lab-sites around the country on the teaching of reading and writing. A regular presenter at national conferences, Dan is also the author of *Practical Punctuation: Lessons In Rule Making and Rule Breaking in Elementary Writing* (available as a Heinemann eBook) and is at work on a new book about individual reading conferences, scheduled for publication in 2014.



To continue to engage with Dan go to www.heinemann.com/pd/journal.

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Writing Workshop

Learn how to start a writing workshop and manage a workshop classroom on a daily basis and throughout the school year. Plan and organize minilessons that fill your writing workshop with rich possibilities. Learn to use writing conferences and assessment to support and extend student writing. Practice providing the kind of support all students need to begin to think like confident writers.

The following are examples of Writing Workshop seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

Writing Workshop with Our Youngest Authors

Grades K–2 / Developed by Katie Wood Ray and Lisa B. Cleaveland

This seminar shows how primary students can learn from professional writers, work with intention, and think about their own process in a writing workshop. Teachers will discuss the characteristics of a developmentally appropriate writing workshop, and learn the procedures for implementing a workshop and managing it throughout the year.

In Pictures and In Words

Grades PreK–2 / Developed by Katie Wood Ray

In this seminar, teachers will learn how to make illustration study a vital part of the primary writing workshop. Through illustration study, children can grow to more deeply understand both the process of writing and the qualities of good writing when forward-thinking teachers make the “composing connection” between writing and illustrating clear.

A Framework for Planning Units of Study in the Writing Workshop

Grades K–8 / Developed by Katie Wood Ray

This seminar focuses on how to facilitate a close study of text that leads students to a better understanding of the traits of good writing, and motivates them to become more accomplished writers. Participants explore the understandings, practices, and resources necessary to apply the popular mentor-texts approach to support student learning.

Essentials of the Writing Workshop

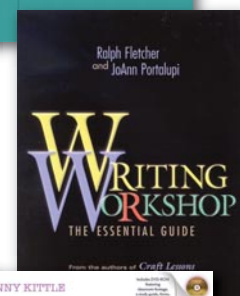
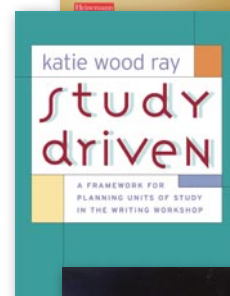
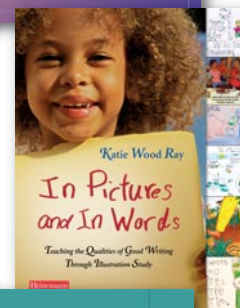
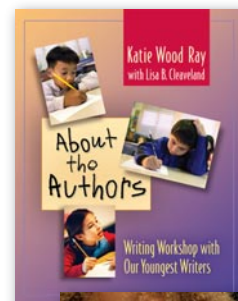
Grades 3–8 / Developed by Ralph Fletcher and JoAnn Portalupi

Essentials of the Writing Workshop explores the principles of a quality writing workshop—time, minilessons, choice, structure, conferring, and responding—and offers smart advice and strategies for assessing student writing, linking writing and literature, responding to students’ drafts, and more.

Write Beside Them  **2009 James N. Britton Award Winner**
Risk, Voice, and Clarity in High School Writing

Grades 6–12 / Developed by Penny Kittle

Writing with a purpose, understanding the elements of craft, and carefully analyzing the intentions of a text lead students to a deep understanding of writing for a variety of audiences and needs. In this course, teachers will learn how to establish a writing workshop for adolescents where students develop voice and craft in all genres.



Reading

Learn how master teachers bring the structures of the reading workshop to life. Consider and practice various ways to assess readers and track their development. Incorporate activities that enable students to develop a tool belt of reading strategies. Practice how to use differentiation and flexible grouping strategies. Explore literacy instruction within the context of content areas. Discover effective strategies that support students in deciphering difficult texts.

The following are examples of Reading seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

Implementing the Reading Workshop

Grades K–5

Heinemann professional books share the principles, research, and classroom experiences that our expert authors have discovered lead to highly effective reading workshops. This course will provide the professional understandings teachers need to establish and maintain a strong and efficient yearlong reading workshop curriculum. Participants will learn to design units of study, teach minilessons, and lead small-group work, as well as discover ways to use assessment to match books to readers. The course will include discussions based on the teachings of your selection of related Heinemann professional books.

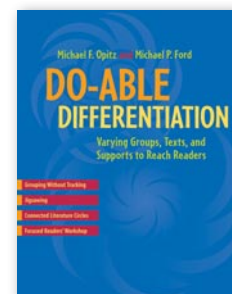


Do-Able Differentiation

Varying Groups, Texts, and Support to Reach Readers

Grades K–8 / Developed by Michael F. Opitz and Michael P. Ford

Readers often present widely different strengths and needs. What teachers bring to these readers in terms of supports, texts, and grouping makes all the difference. *Do-Able Differentiation* surveys what is known about differentiating instruction and then provides Opitz and Ford's down-to-earth advice on how to apply that knowledge in simple, practical ways.



Interactive Read-Alouds

Grades K–1, 2–3, 4–5, and 6–7 / Developed by Linda Hoyt

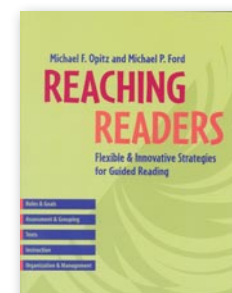
Linda Hoyt's *Interactive Read-Alouds*, for grades K–1, 2–3, 4–5, and 6–7, is a powerful resource that helps teachers recast read-alouds of treasured favorites as springboards to deeper understanding of comprehension strategies, literary devices, and writing traits. This seminar reveals the principles behind the resource and how to put those principles into practice. Teachers will learn how to use *Interactive Read-Alouds* lessons to introduce a strategy, writing trait, or literary device, then extend the targeted learning in a shared reading at the overhead and a reader's theater experience, where fluency is addressed in combination with the targeted standard.



Flexible Strategies for Small-Group Reading Instruction

Grades K–6 / Developed by Michael F. Opitz and Michael P. Ford

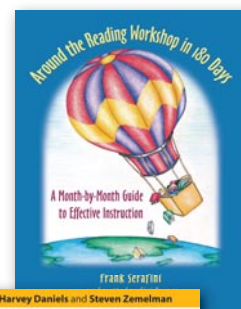
In the seminar teachers will explore and expand their ideas about flexible grouping strategies. Considering roles and goals, assessment and grouping, and various ways to match texts to readers, participants will be able to meet the needs of all students, successfully manage small-group instruction, and incorporate these practices across the curriculum.



Reading Workshop in the Intermediate and Middle Grades Month by Month

Grades 3–8 / Developed by Frank Serafini

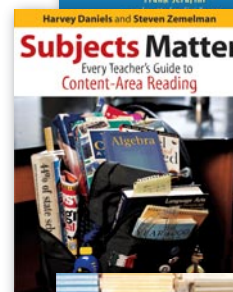
This seminar, based on *Around the Reading Workshop in 180 Days* by Frank Serafini and Suzette Youngs, provides teachers with a month-by-month look at the structure, planning, and instructional approaches of the reading workshop—the perfect organizational framework for enacting the components of quality literacy instruction.



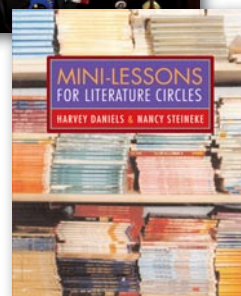
A Guide to Content-Area Reading

Grades 6–12 / Developed by Harvey Daniels and Steven Zemelman

A Guide to Content-Area Reading shows teachers in every discipline how to energize learning by giving students tools for considering the important ideas in each subject. Its practical activities go beyond the textbook and encourage student cooperation while ensuring that kids read and succeed.



This seminar demonstrates how teachers of all students can improve students' reading, support comprehension, and match instruction to students' needs. Participants explore techniques for selecting a balanced diet of texts that invite students into literate practices and hold their interest.



Mini-Lessons for Literature Circles

Grades 6–12 / Developed by Harvey Daniels and Nancy Steineke

Using the adult reading group model, literature circles promote habits of choice, independence, and resourcefulness while putting strategic reading to work. Working from *Mini-Lessons for Literature Circles* seminar participants explore proven activities and interactions that invite students into the world of books, writers, and ideas. Teachers learn how to get started with book discussion groups, how to use mini-lessons to teach social skills, reading strategies, and literary appreciation.



Comprehension

Explore classroom management strategies for teaching comprehension. Understand the cueing systems that allow skilled readers to make sense of what they read. Learn how to assess a student's current comprehension level and troubleshoot poor connections. Practice lessons that foster student engagement and high-level thinking and retention.

The following are examples of Comprehension seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

The Comprehension Toolkit Developing Language and Lessons for Active Literacy

Grades 3–6

and

The Primary Comprehension Toolkit Language and Lessons for Active Literacy

Grades K–2/ *Developed by Stephanie Harvey and Anne Goudvis*

The Comprehension Toolkit by Stephanie Harvey and Anne Goudvis is an intensive course of study designed to help students understand, respond to, and learn from nonfiction text. With the teaching and learning focus on comprehension strategies, the *Toolkit* provides a foundation for developing independent readers and learners across the curriculum and throughout the school year.

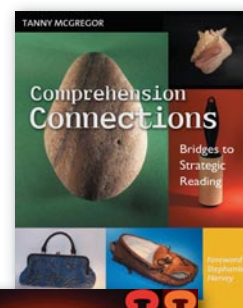
The Comprehension Toolkit and its companion for younger readers, *The Primary Comprehension Toolkit*, emphasize active literacy—reading, writing, talking, listening, and investigating—and in this seminar, teachers will discover how to use the *Toolkits* to develop these crucial comprehension skills.



Comprehension Connections: Bridges to Strategic Reading

Grades K–8 / *Developed by Tanny McGregor*

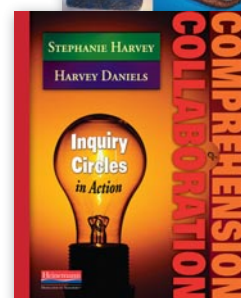
Inferring, questioning, determining importance. It's not easy to teach these abstract thinking strategies, yet research tells us that by teaching kids to think, we are offering them access to the world. *Comprehension Connections: Bridges to Strategic Reading* is a guide to developing children's ability to fully understand texts by making the thinking process achievable, accessible, and incremental. In this seminar, participants will learn how to sequence their teaching to take students from a fun object lesson to a nuanced and lasting understanding of text.



Comprehension & Collaboration Inquiry Circles in Action

Grades K–12 / *Developed by Stephanie Harvey and Harvey "Smokey" Daniels*

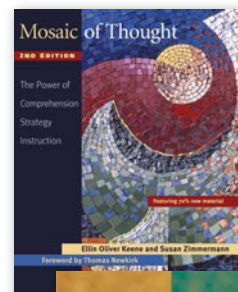
This seminar will give teachers the tools they need to guide students in powerful and effective inquiry projects. In carefully structured "inquiry circles," kids read with care, think deeply, and collaborate to build knowledge about the curriculum—and their own questions. This program shows how to explicitly teach strategy lessons in comprehension, collaboration, and inquiry so that kids are well equipped to seek, understand, remember, and actively use a wide range of knowledge throughout the content areas.



The Power of Comprehension Strategy Instruction

Grades K–12 / Developed by Ellin Oliver Keene and Susan Zimmermann

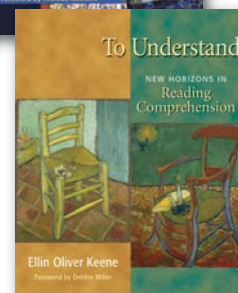
This seminar will give teachers the opportunity to delve into some compelling text in order to reflect on their own skills as proficient readers. As teachers pay attention to their own metacognition, we will learn how to best equip our students with the comprehension strategies they need to understand complex materials. This seminar will help you acquire the skills to feel confident in imparting the power of comprehension strategy instruction to your students.



To Understand

Grades K–12 / Developed by Ellin Oliver Keene

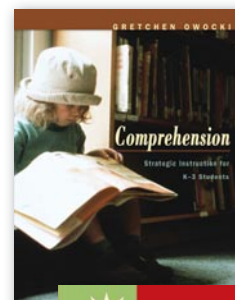
In this seminar, participants will have an opportunity to explore the “outcomes” of comprehension strategy instruction and the behavioral “dimensions of understanding” as described in *To Understand*. Teachers will learn how to help children explore concepts and insights from text in more depth than they may have thought possible. Participants will learn how to focus instruction on the most essential content in literacy learning in order to free the time in daily readers’ workshops for more in-depth comprehension work.



Comprehension Strategy Instruction for K–3 Students

Grades K–3 / Developed by Gretchen Owocki

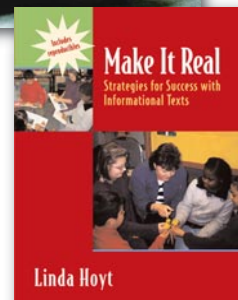
The ultimate goal for teaching comprehension is to support children in fully experiencing the world of text. This seminar guides K–3 teachers through an exploration of the processes involved in comprehending and through an exploration of practical teaching ideas for supporting comprehension through whole-class and small-group instruction, literature circles, partner reading, and independent reading.



Making Sense of Informational Texts

Grades K–6 / Developed by Linda Hoyt

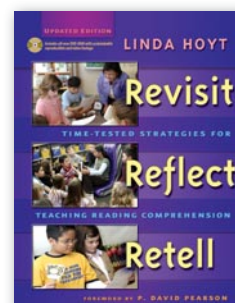
Working through ideas and practices described in Linda Hoyt’s popular *Make It Real*, teachers learn how to use a range of reading experiences to equip students with a tool belt of content-area reading strategies designed to help them work through virtually any nonfiction text. This seminar provides teachers with practical, classroom-friendly tools to make informational texts more attainable, scaffold vocabulary, and deal with content-specific challenges.



Time-Tested Strategies for Teaching Reading Comprehension

Grades K–6 / Developed by Linda Hoyt

Based on the updated edition of Linda Hoyt’s *Revisit, Reflect, Retell*, this seminar introduces teachers anew to the most reliable and teacher-friendly resource for helping students experience deeper levels of engagement with and understanding of text. Participants will gain a thorough grounding in the research supporting comprehension instruction. They’ll learn how to quickly match the right instructional strategy to their teaching objectives using the updated edition’s important new correlation tables.



Writing

Strengthen abilities to nurture and support young writers. Identify the qualities of good writing at all grade levels. Practice strategies to help reluctant students to become motivated writers. Learn to use both writing conferences and assessment to support and extend students' writing skills. Advance skills to teach through the full writing process—planning, drafting, revising, and editing. Learn techniques to help students find their writing topics and ideas.

The following are examples of Writing seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

Smart Conversations That Move Young Writers Forward

Grades 3–6 / Carl Anderson

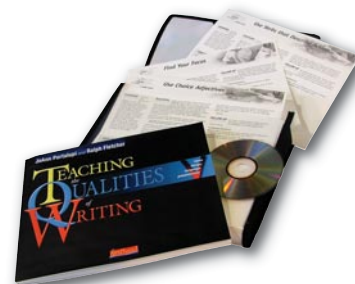
This seminar will provide teachers with the tools they need to decide *what* strategies to teach a young writer, and how to teach these strategies in the “writing conference.” Discover and practice the two essential parts of a writing conference: identifying an area of need in a student’s writing, and teaching the student a writing strategy to help him or her grow as a writer. Teachers will learn how to use Carl Anderson’s *Strategic Writing Conferences*—a collection of over 100 conferences, and his two DVDs—as a scaffold for their own teaching.



Teaching the Qualities of Writing

Grades 3–8 / Developed by Ralph Fletcher and JoAnn Portalupi

Whether your teachers are novices or veterans, *Teaching the Qualities of Writing* will increase their confidence and flexibility by focusing on the key characteristics all well-written pieces share. Developed with Ralph Fletcher and JoAnn Portalupi, this seminar shows how to meet individual and whole-class needs by weaving the qualities of writing into responsive minilessons.

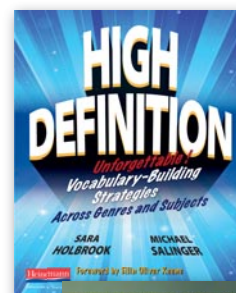


High Definition

Unforgettable Vocabulary-Building Strategies Across Genres and Subjects

Grades 4–10 / Developed by Sara Holbrook and Michael Salinger

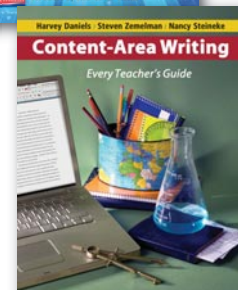
Sara Holbrook and Michael Salinger present this seminar based on the *High Definition* way, proving that well-chosen words, collaborative discussion, genre writing, and performance are a powerful formula for *active* vocabulary learning. Gone are the days of solitary students defining and using words in written sentences. This seminar shows how to shake up your classroom and get even the most reluctant kids into the act of making words unforgettable.



Content-Area Writing

Grades 6–12 / Developed by Harvey Daniels, Steven Zemelman, and Nancy Steineke

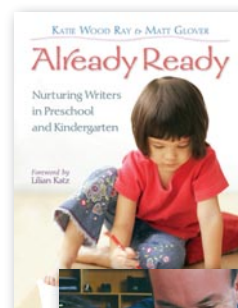
This course guides teachers strategically through the two major types of writing that every student must know—writing to learn and public writing. Participants explore and practice various lessons for encouraging growth in both types of writing with subject-specific ideas for planning, organizing, and teaching. This seminar also describes different ways to use the lessons from *Content-Area Writing* and strategies in the writing process, and how they prepare students for testing and other on-demand writing situations.



Nurturing Writers in Preschool and Kindergarten

Grades PreK–K / *Developed by Katie Wood Ray and Matt Glover*

Participants explore how to support preschoolers and kindergarteners as writers in ways that help them develop powerful understandings about texts and their characteristics, the writing process, and what it means to be a writer. This seminar demonstrates the importance of bookmaking with young children and how to organize time, space, and materials to support this work.



Engaging Young Writers

Grades PreK–1 / *Developed by Matt Glover*

Children in preschool, kindergarten, and first grade are motivated to write in various ways. Some children are natural storytellers, ready to share their narrative in books. Others are more interested in telling people everything they know about a particular topic. Regardless of the type of writer, teachers can increase children's energy for writing when they consider how they invite children to enter into writing.

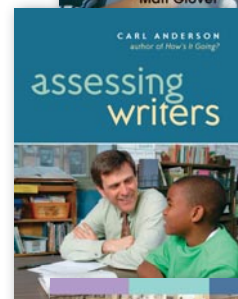


Assessing Writers

Planning for Writing Instruction

Grades 3–8 / *Developed by Carl Anderson*

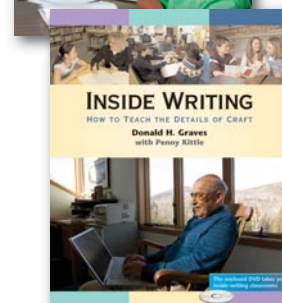
Assessment is the challenging work of getting to know students as writers and using what we learn about them to help us decide what they need us to teach them next. Assessing students well is essential if we're going to be excellent writing teachers. This course provides ready-to-use advice for how to determine what students know and are able to do as writers and how to plan for instruction accordingly.



Inside the Teaching of Writing

Grades 2–6 / *Developed by Donald H. Graves and Penny Kittle*

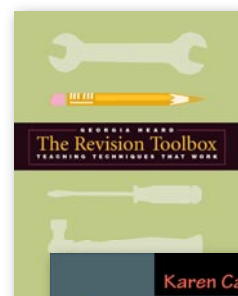
Effective teachers of writing model the craft in front of their students and make explicit the kinds of decisions made by proficient writers. Don Graves and Penny Kittle's *Inside the Teaching of Writing* seminar helps teachers discover new insights about high-quality writing instruction and explores how to model the central elements of the craft: topic choice, rereading, details, response, conventions, and most of all, the writing life.



Teaching Revision Techniques

Grades 2–8 / *Developed by Georgia Heard*

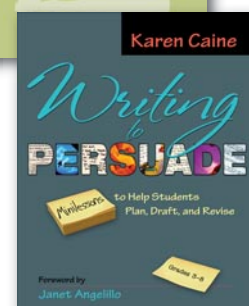
Based on *The Revision Toolbox: Teaching Techniques That Work*, the seminar gives teachers ready-to-use strategies that take the mystery out of revision and help even the most reluctant writers to revise. The key is to teach specific revision strategies that enable students to resee and reshape their writing on multiple levels. Using three main revision toolboxes—words, structure, and voice—this seminar offers dozens of specific tools to inspire students to revise their work.



Writing to Persuade

Grades 3–8 / *Developed by Karen Caine*

In this seminar teachers will learn how to teach students to express an opinion, support their ideas with evidence, elaborate, and convince. Whether students are writing personal persuasive letters, editorials, essays, or public service announcements, the art and science of persuasion is one that students will be asked to use over and over again in their lives and one worth studying.



English Language Learners

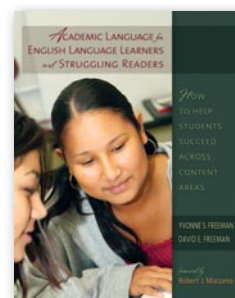
Gain insights from the current research on differences among English language learners (ELL). Learn how to model and practice language structures to aid your ELL students' reading and writing development. Discover how to establish classroom environments and routines that help ELL students to thrive. Practice how to teach new language through meaningful content.

The following are examples of ELL seminars. Consult with a Heinemann colleague to determine the best course of study for your particular needs.

Academic Language for English Language Learners and Struggling Readers

Grades K–12 / Developed by Yvonne S. Freeman and David E. Freeman

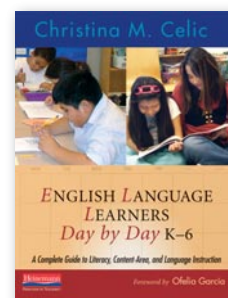
English language learners now comprise 10% of the K–12 school population. As a result, nearly every teacher works with some or many ELLs. These students face double the work of native English speakers. ELLs must learn academic content, and they must develop the academic language needed to discuss, read, and write about academic subjects. *Academic Language for English Language Learners and Struggling Readers* prepares teachers to meet the challenge of successfully educating all their students, including their ELLs. Teachers will learn how to teach both language and content in curriculum organized around themes drawn from the content standards.



English Language Learners Day by Day, K–6 A Complete Guide to Literacy, Content-Area, and Language Instruction

Grades K–6 / Developed by Christina Celic

This seminar delivers an authentic and meaningful answer to the question, “How can I teach the grade-level curriculum in a way that makes my English language learners successful?” Participants will learn and practice the practical foundations clearly detailed in Christina Celic’s book *English Language Learners Day by Day, K–6*, and learn what best practices look like on a day-to-day basis, starting day one. The course underscores and illustrates the value of establishing schedules, routines, rules, and procedures sensitive to English language learners.



See our website for other ELL courses including *ESL/EFL Teaching: Principles for Success*. Go to heinemann.com/pd/seminars.



Math & Science

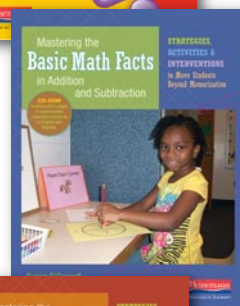
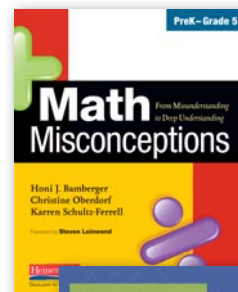
Heinemann's Math and Science authors and consultants are experts in interpreting the new math and science standards and teaching best practice strategies—grounded in the latest research—for accelerating student achievement.

Math Misconceptions

From Misunderstanding to Deep Understanding

Grades PreK–5 / Developed by Honi J. Bamberger, Christine Oberdorf, and Karren Schultz-Ferrell

Children enter school filled with all kinds of ideas about numbers, shapes, measuring tools, time, and money—ideas formed from the expressions they hear...the things they see on television...the computer screen...in children's books...all around them. It's no wonder some children develop very interesting and perhaps incorrect ideas about mathematical concepts. Learn numerous instructional ideas and interventions designed to prevent or correct these misconceptions.



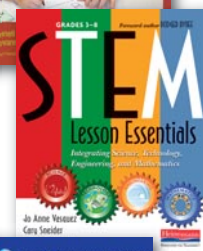
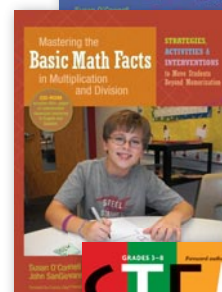
Mastering the Basic Math Facts in Addition and Subtraction

Grades K–3 / Developed by Susan O'Connell and John Sangiovanni

Mastering the Basic Math Facts in Multiplication and Division

Grades 2–6 / Developed by Susan O'Connell and John Sangiovanni

In today's math classroom, we want children to do more than just memorize math facts. We want them to understand the math facts they are being asked to memorize. Gain insights into the teaching of basic math facts, including a multitude of instructional strategies, teacher tips, and classroom activities to help students master their facts while strengthening their understanding of numbers, patterns, and properties.



STEM Lesson Essentials for Grades 3–8

Integrating Science, Technology, Engineering, and Mathematics

Grades 3–8 / Developed by Jo Anne Vasquez, Michael Comer, and Cary Snieder

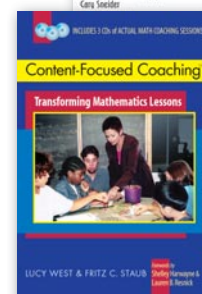
This seminar provides the tools and strategies you'll need to design integrated, interdisciplinary STEM (Science, Technology, Engineering, and Math) lessons and units that are relevant and exciting to your students. STEM in itself is not a curriculum, but rather a way of organizing and delivering instruction by weaving the four disciplines together in intentional ways. Rather than adding two new subjects to the curriculum, the engineering and technology practices can instead be blended into existing math and science lessons in ways that engage students and help them master 21st-century skills.

Content-Focused Coaching

Transforming Mathematics Lessons

Grades K–8 / Developed by Lucy West and Fritz Staub

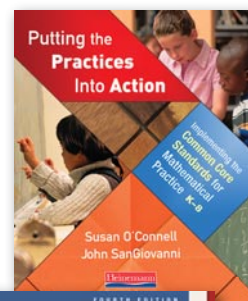
Content-Focused Coaching is a long-range professional development practice in which coaches work individually or with groups of classroom teachers to design, implement, and reflect on rigorous, standards-based lessons that promote student learning. Improve mathematics education and rekindle teachers' passions for their profession by learning the strategies in this theoretically grounded yet practical manual for coaches of mathematics teachers.



Putting the Practices into Action Implementing the Common Core Standards for Mathematical Practice

Grades K–8 / Developed by Sue O’Connell and John SanGiovanni

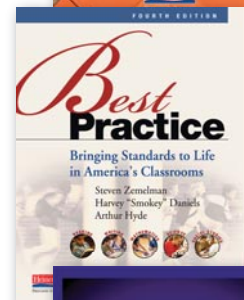
The Standards for Mathematical Practice describe eight “habits of mind” that promise to elevate students’ learning of math from knowledge to application and bring rigor to our math classrooms. But how can we incorporate these Practices into our teaching and ensure that our students develop these critical skills? In this seminar you will first carefully unpack each of the Practices and then you will be given practical ideas and activities to help you quickly integrate them into your existing math program.



Best Practice Bringing Standards to Life in America’s Classrooms

Grades K–12 / Developed by Steven Zemelman, Harvey “Smokey” Daniels, and Arthur Hyde

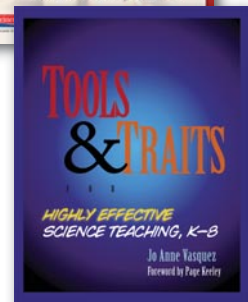
Best Practice, Fourth Edition, continues to be a cutting-edge guide to teaching excellence. Its framework of seven Best Practice Structures and impactful implementation strategies are proven across the grades and subject areas—including math and science. The recommended practices in this seminar are drawn from the latest scientific research, professional consensus, and the innovative classrooms of exemplary teachers.



Tools and Traits for Highly Effective Science Teaching

Grades K–8 / Developed by Jo Anne Vasquez

What does top-notch, learning-centered teaching look like in science? To move from competence to excellence, what should teachers know and be able to do? *Tools & Traits for Highly Effective Science Teaching, K–8* answers those questions and shows you how to make powerful practices part of your science instruction.



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NEW!

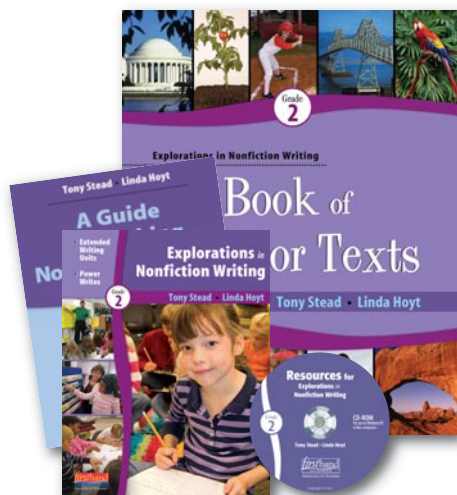


ON-SITE PD

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Bring a Linda Hoyt-trained PD consultant to your school and watch the attention level and energy in your classrooms take off!

Linda Hoyt is an in-demand PD master consultant who creates environments where engaged children are active participants in their own learning. Now you can bring her signature classroom impact to your school easily with Heinemann's new team of Hoyt-trained consultants. Hoyt is the best-selling author/coauthor of 24 professional books, eight video programs, and multiple firsthand products all informing the Hoyt team's customized seminars on reading, writing, and comprehension instruction.



NEW!

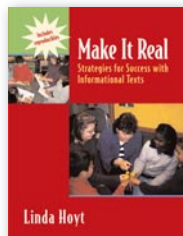
Explorations in Nonfiction Writing

Grades K-5

Based on the new writing series by acclaimed educators Tony Stead and Linda Hoyt

Working with this powerful new writing series, the *Explorations in Nonfiction Writing* seminar will support you as you guide your students to work collaboratively as researchers and develop their skills as writers. While exploring a range of real-world nonfiction texts, you'll learn how to lead your students to access, interpret, and publish informational texts.

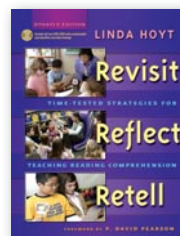
PLUS:



Making Sense of Informational Texts

Grades K-6

See page 35



Time-Tested Strategies for Teaching Reading Comprehension

Grades K-6

See page 35



Interactive Read-Alouds Grades K-1, 2-3, 4-5, and 6-7

See page 32

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What the Heck Do

Letting Teachers Run with the Ball By George Shea



didn't set out to do this principal thing. I was happily teaching and generally minding my place among the lesser-tenured staff at my school. Sure, I had my hands in several school and district initiatives. I had a hard time suppressing my opinion, which is probably why I was often saddled with managing projects. "Let's let 'Mr. I Know All There Is to Know About Bus Lines' handle dismissal procedure then." I knew less than I thought about everything, of course, but I had a boss who knew how to convert teacher ideas into actions. She sat with me, asked me about my plans for the year, and then asked, "How can I help you get there? What are your obstacles?"

She had confidence in my ability, but knew well the armadas of inhibitors that can stifle any ambitious educator: initiative overload, administrative minutiae, plate balancing, and inertia. She backed up her talk by clearing the debris from my days. The next thing I knew I was a principal at a school where nobody seemed particularly amped about picking up the bus lines cause.

I had no idea how to be a boss, but using TV bosses as my muses, I figured I should probably start telling people lofty stuff to do. That failed. Teachers and teams need clear goals and principals need to provide tools and identify stages and steps toward desired outcomes. Initiatives need to be broken into tangible and manageable chunks with defined timelines. If this sounds like a 504 plan accommodation, I would attest that staff development often suffers from an executive functioning disorder: lots of swirling goals, with no plan. Mission

statements come easy, but the mission's hard. It requires establishing priorities, identifying actions to meet those priorities, and clearing a path for growth by eliminating incursions and distractions.

As a school leader, it's my job to prioritize learning above all by advocating for instructional and planning time. What we decide not to do assigns value to what we do. I'm fortunate to work in a building full of smart individuals and teams doing smart work. I'd like to think I have some small hand in that, but my daily work is removing obstacles to ensure they're able to do their thing. I spend more time as a blocker than a quarterback.

Schools are hounded by paparazzi wanting a piece of their time and students. There's the nonprofit pushing their free "Bully-Free Scrapbooking Zone" assembly. Then the financial planner who wants to bring munchkins to a staff meeting and provide free financial advice for teachers ("Drop the munchkins and slowly back away from my staff meeting"). My school is besieged by suitors looking for an in with our adorable student population. Beware the local bank parent who wants to run his or her "Finance Is Fun!" curriculum in the fourth grade. And then there are the poster contests; everybody wants our kids to make posters for their cause. Someone should tell the private sector that posters went out with Farrah Fawcett. I know I may sound like a jaded party pooper, but the volume of distractions to learning, from inside and outside the building, is alarming.

Most of our solicitations are worthy and noble causes and fronted

Principals Really Do?



My daily work is removing obstacles to ensure teachers are able to do their thing. I spend more time as a blocker than a quarterback.

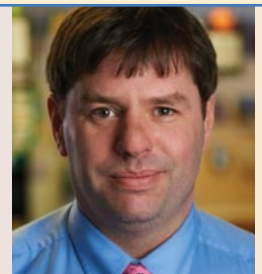
by good people looking to do good things for kids. They just aren't our priorities. We have to clearly quantify how much wiggle room there is in the span of our instructional day. Ask most teachers and they'll tell you, "Not much."

Sometimes it's just taking a hit for the team. The district Attendance Committee that wants a representative from each building—I take that one. A parent heading to a classroom to complain about lice, please step into my office. The clubs, student council, and lost lunch box announcements that interrupt teaching, they go straight to email. Inputting mandatory assessment data into the state performance database—let the guy in the tie handle that. Teachers should do the smart stuff.

Teachers often suspect that administration jumps on every program and penny drive that comes down the pike. My staff may feel the same way, because you don't advertise the list of stuff you didn't do. No one has ever graced the cover of *Principal's Daily* by publishing their list of nonstarters, but in quality schools focused on staff and student growth, there needs to be a lengthy list of "didn'ts" and a compact and clear list of "dids" that everyone understands.

There's no glory for the principal who spends the majority of his or her time clearing a path for student and teacher learning. I wish there were more scenes of me shouting a rallying cry with pencil raised high, standing triumphant atop a defeated mound of illiteracy, and fewer scenes of me covering a kindergarten recess duty so a team can finish drafting a unit of study. In the former, I have better pecs. In the latter, I'm wiping more noses, but I know that somewhere in the building there is a group of educators who didn't have to, so they could focus on teaching.

George Shea is the principal of New Franklin Elementary School, in Portsmouth, New Hampshire. This year the school was inducted into the state Commissioner of Education's Circle of Excellence for its innovative approach to serving children. New Franklin has for seven consecutive years seen incremental growth in its NECAP standardized test scores. George shares his thoughts on best practices in a collaborative learning environment and leadership in a series of articles published in the Heinemann Digital Campus Reference Library (heinemann.com/digital-campus).



To continue to engage with George on this topic go to www.heinemann.com/pd/journal.

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Nancy Akhavan

Grades K–12

Nancy Akhavan's experience includes time as a principal, elementary school bilingual teacher, bilingual resource teacher, and professional developer. Currently Nancy is Assistant Professor in the department of Educational Research and Administration at California State University, Fresno. Previously, she was Assistant Superintendent of School Leadership for Middle Schools in Fresno Unified School District, a large

urban district in California's Central Valley. She has provided staff development training to teachers of grades K–12 and training to teacher leaders and administrators. Nancy is the author of multiple Heinemann titles including *The Title I Teacher's Guide to Teaching Reading, K–3* and most recently *Teaching Writing in a Title I School*.

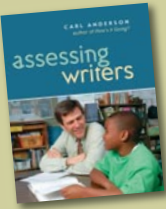


Carl Anderson

Grades K–8

Carl Anderson is a literacy consultant who works with elementary and secondary schools across the United States and Canada. A former elementary and middle school classroom teacher, he was the Lead Staff Developer at the Teachers College Reading and Writing Project, where he worked for eight years. Now, Carl consults with schools and districts

around the world. Carl is the author of *How's It Going?: A Practical Guide to Conferring with Student Writers*, *Assessing Writers*, and *Strategic Writing Conferences: Smart Conversations That Move Young Writers Forward*. Carl is a frequent speaker at regional and national conferences.

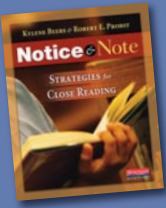


Kylene Beers and Robert E. Probst

Grades 4–12

Kylene Beers and Bob Probst have worked together on adolescent literacy issues for more than ten years. Coauthors of the new release *Notice and Note: Strategies for Close Reading*, and coeditors, with Linda Rief, of *Adolescent Literacy: Turning Promise into Practice*, they bring to bear on literacy education Kylene's extensive knowledge of struggling readers, Bob's work on the teaching of literature, and their many years of experience helping teachers and school systems.

Kylene, a former middle school teacher, is Senior Reading Advisor to Secondary Schools with the Teachers College Reading and Writing Project, author of *When Kids Can't Read—What Teachers Can Do*, and past President of NCTE. Bob, formerly a high school English teacher, is author of *Response and Analysis: Teaching Literature in Secondary School* and currently Professor Emeritus of English Education at Georgia State University.

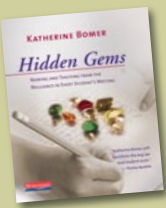


Katherine Bomer

Grades K–12

Katherine Bomer's popular book, *Hidden Gems: Naming and Teaching from the Brilliance in Every Student's Writing*, offers a transformative new approach to assessing and responding to student writing. In her latest release, the DVD *Starting with What Students Do Best*, she models the power of this approach. She also authored *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning, and Triumph Over Tests*, and *For a Better World: Reading and Writing for Social Action*, with Randy Bomer. Katherine has taught

primary and intermediate grades, and her classrooms have been featured in video productions that are broadcast across the United States. She worked as a professional developer at the Teachers College Reading and Writing Project with Lucy Calkins, and currently consults across the country and abroad, presenting workshops in school districts as well as demonstrating and coaching inside K–8 and high school classrooms about ways of teaching reading and writing.





Jim Burke

Grades 6–12

Jim Burke is the author of numerous best-selling Heinemann titles, including the *English Teacher's Companion*, Fourth Edition and *What's the Big Idea?* The question he's always tried to answer is "How can we teach our students better?" He seeks these answers daily through his work in his own classroom at Burlingame High School in California where he still teaches after twenty years. Jim has received numerous awards, including the NCTE Intellectual Freedom Award, the NCTE Conference

on English Leadership Award, and the California Reading Association Hall of Fame Award. He served on the National Board for Professional Teaching Standards Committee on Adolescence and Young Adulthood English Language Arts Standards.

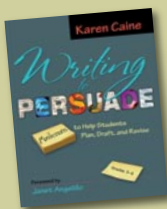


Karen Caine

Grades 3–8

Karen Caine is the author of *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise* and a writing workshop consultant who works with upper elementary, middle, and high school teachers across the country. Karen taught for 15 years in New York City schools before becoming a district staff developer and an instructor at summer institutes for the Teachers College Reading and Writing Project. She served as

the director of curriculum at a private school in Atlanta and taught in the Masters in Teaching Program at Oglethorpe University. She is a frequent presenter at conferences for NCTE, Literacy for All, ASCD, and other organizations.

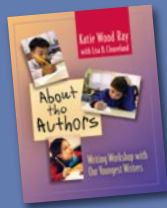


Lisa Cleaveland

Grades K–2

Lisa Cleaveland is the coauthor with Katie Wood Ray of *About the Authors*, *Writing Workshop with Our Youngest Writers* and the DVD *The Teaching Behind About The Authors*. Lisa has been a teacher for 22 years and was the 2002 recipient of the prestigious NCTE/Donald H. Graves Award for Excellence in the Teaching of Writing. Lisa and Katie have worked together for 15 years, with Lisa's classroom being a place of research

for Katie. Many teachers from all over the United States have come to visit writing workshop in her kindergarten and first-grade classrooms. Currently a kindergarten teacher, she understands the demands of a classroom teacher and the new Common Core Standards.

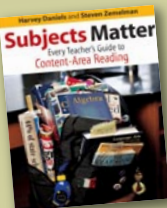


Harvey Daniels

Grades K–12

Harvey "Smokey" Daniels has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. He works with elementary and secondary teachers throughout the world, offering demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds. Daniels is the author or coauthor of many Heinemann

publications, including *Comprehension and Collaboration: Inquiry Circles in Action*, coauthored with Stephanie Harvey, and *Texts and Lessons for Content-Area Reading*, coauthored with Nancy Steineke, and his most recent release of *Best Practice*, Fourth Edition, coauthored with Steven Zemelman and Arthur Hyde.



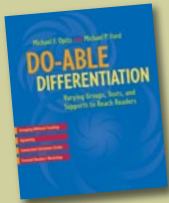


Michael P. Ford

Grades K–8

Michael P. Ford is a professor of reading in the College of Education and Human Services at the University of Wisconsin, Oshkosh. He has been involved with literacy education for more than thirty years as a first-grade and Title I teacher as well as a researcher and teacher-educator. His work with the international school associations has taken him to Africa, Europe, and the Middle East. He is the coauthor of numerous

Heinemann titles, including *Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction*, *Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers*, *Books and Beyond: New Ways to Reach Readers*, *Where Have All the Bluebirds Gone?*, and *Reaching Readers*.



Matt Glover

Grades PreK–6

Matt Glover is a full time educational consultant and coauthor with Mary Alice Berry of the Heinemann title *Projecting Possibilities for Writers*. He is the author of *Engaging Young Writers* and coauthor with Katie Wood Ray of *Already Ready* and *Watch Katie and Matt ... Sit Down and Teach Up*, a video enhanced ebook that combines video and text to examine conferring with young writers. Matt is a frequent presenter

at conferences and in school districts on topics related to nurturing young writers and supporting children's intellectual growth and development. He has been an educator for over twenty years, including twelve years as the principal and instructional leader of Creekside Early Childhood School, a school of 900 preschool, kindergarten, and first-grade students. Before becoming a principal, Matt taught first grade.

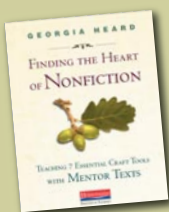


Georgia Heard

Grades K–8

Georgia Heard received her M.F.A. in writing from Columbia University, and is a founding member of the Teachers College Reading and Writing Project. She is the author of numerous professional books on writing including her most recent *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*, as well as *The Revision Toolbox: Teaching Techniques That Work*; *Writing Toward Home: Tales and Lessons to Find Your*

Way; *For the Good of the Earth and Sun: Teaching Poetry*; *Climb Inside a Poem: Reading and Writing Poetry Across the School Year* (coauthored with Lester Laminack); and *Awakening the Heart: Exploring Poetry in Elementary and Middle School*, which was cited by *Instructor* magazine as "One of the Twelve Books Every Teacher Should Read."

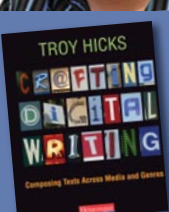


Troy Hicks

Grades K–5

Troy Hicks is an associate professor of English at Central Michigan University and focuses his work on the teaching of writing, literacy and technology, and teacher professional development. A former middle school teacher, he collaborates with K–12 colleagues and explores how they implement newer literacies in their classrooms. Hicks directs CMU's Chippewa River Writing Project, a site of the National Writing Project, and he frequently conducts PD workshops related to

writing and technology. Hicks is author of the *The Digital Writing Workshop* (Heinemann, 2009) and a coauthor of *Because Digital Writing Matters* (Jossey-Bass, 2010) as well as numerous journal articles. Hicks was recently honored with CMU's Provost's Award for junior faculty who have demonstrated outstanding achievement in research and creative activity.



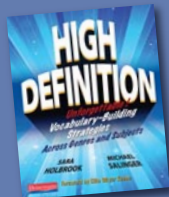


Sara Holbrook and Michael Salinger

Grades 4–10

Sara Holbrook and Michael Salinger are veteran educators and coauthors of the Heinemann titles *High Definition: Unforgettable Vocabulary-Building Strategies Across Genres and Subjects* and *Outspoken! How to Improve Writing and Speaking Through Poetry Performance*. As sought-after speakers and professional development consultants, Sara and Michael present together and individually as they share expertise to inspire even the most reluctant students to speak clearly and write from the heart. Sara is the author of fourteen books for children, teach-

ers and adults as well as the Heinemann title *Practical Poetry*. Michael has been writing, teaching and speaking professionally for more than 20 years for audiences in over 135 cities in 21 countries. His work has appeared in dozens of literary journals published across the United States and Canada. His latest publication is a collection of humorous poems defining S.A.T vocabulary words, titled *Well Defined—Vocabulary in Rhyme*.



Mary Howard

Grades K–8

Mary Howard is the author of the Heinemann titles *Good to Great Teaching*, *RTI from All Sides* and *Moving Forward with RTI*. A “teacher’s teacher,” she’s been an educator for almost four decades. Mary combines extensive experiences as a special education, Title I, and Reading Recovery teacher with continued in-school support as a reading consultant and

literacy coach. She understands the realities of today’s classroom and supports teachers across the country in creating high-quality literacy experiences for every child.



Carol Jago

Grades 6–12

Carol Jago has taught English in middle and high school for 33 years, is past president of the National Council of Teachers of English, and serves as an associate director of the California Reading and Literature Project at UCLA. Carol served as AP Literature content advisor for the College Board and has published six books for teachers with Heinemann. Her Heinemann titles include *With Rigor for All, Second Edition: Meeting Common Core Standards for Reading Literature*; *Come to*

Class: Lessons for High School Writers; *Papers, Papers, Papers: An English Teacher’s Survival Guide*; and *Cohesive Writing: Why Concept Is Not Enough*. She has also published four books on contemporary multicultural authors for NCTE’s High School Literature series. Carol has written a weekly education column for the *Los Angeles Times*, and her essays have appeared in *English Journal*, *Language Arts*, *NEA Today*, as well as in other newspapers across the nation.

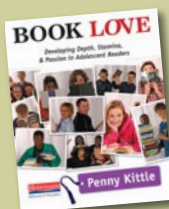


Penny Kittle

Grades K–12

As a professional development coordinator for the Conway, New Hampshire, School District, Penny Kittle acts as a K–12 literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway’s Kennett High School and in the Summer Literacy Institutes at the University of New Hampshire. Penny is the author of five books with Heinemann—*Book Love: Developing Depth, Stamina, and*

Passion in Adolescent Readers; *Write Beside Them: Risk, Voice, and Clarity in High School Writing* (which won the 2009 James N. Britton Award from NCTE); *Inside Writing*, coauthored with Donald H. Graves; *The Greatest Catch*; and *Public Teaching*. Penny is also a Heinemann PD provider offering on-site consulting and presenting Live Webinars.



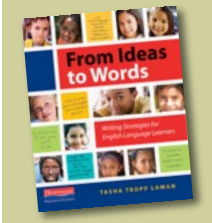


Tasha Tropp Laman

Grades K–5

Tasha Tropp Laman is the author of the newly released professional book *From Ideas to Words: Writing Strategies for English Language Learners*. Tasha is an associate professor in the department of Instruction and Teacher Education at the University of South Carolina where she teaches undergraduate and graduate courses in reading, writing, and critical literacy. Her research focuses on multilingual students' literacy learning and their literate identities. Collaboration with classroom

teachers is at the heart of her research and her practice. Tasha has been an educator for 20 years including time as a classroom teacher in the Navajo Nation in New Mexico and as a teacher educator in the Peace Corps in Belize where she worked in rural multilingual communities. She presents at national conferences, writing institutes, and consults in K–5 classrooms regarding writing instruction in general and English language learners in particular.

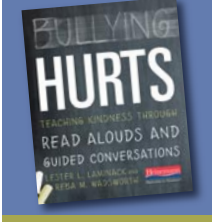


Lester L. Laminack

Grades K–6

Lester L. Laminack is Professor Emeritus from the department of Birth–Kindergarten, Elementary and Middle Grades Education, at Western Carolina University in Cullowhee, North Carolina, where he received two awards for excellence in teaching (the Botner Superior Teaching Award and the Chancellor's Distinguished Teaching Award). Lester is now a full-time writer and consultant working with schools throughout the United States. He is an active member of the National Council of Teachers of English and served three

years as coeditor of the NCTE journal *Primary Voices* and as editor of the Children's Book Review Department of the NCTE journal *Language Arts*. Lester is the coauthor of Heinemann titles *Learning Under the Influence of Language and Literature*; *Reading Aloud Across the Curriculum*; *Climb Inside a Poem: Reading and Writing Poetry Across the Year*; and most recently *Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations*.

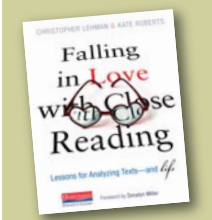


Christopher Lehman

Grades 3–8

Christopher Lehman is an international speaker, education consultant, and author/coauthor of several popular books including *Pathways to the Common Core* with Lucy Calkins and Mary Ehrenworth; *Energize Research Reading and Writing*; *A Quick Guide to Reviving Disengaged Writers*; and his newest book, coauthored with Kate Roberts, *Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life*. His background includes teaching middle school, high school, serving

as a literacy coach, and supporting grades 3–8 as a Senior Staff Developer at the Teachers College Reading and Writing Project at Columbia University. Chris consults in elementary and secondary schools, supporting educators, coaches, and administrators in developing rigorous and passionate literacy instruction across content areas.

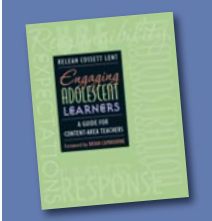


ReLeah Cossett Lent

Grades 6–12

ReLeah Cossett Lent was a teacher for more than twenty years before becoming a founding member of a statewide literacy project at the University of Central Florida. She is now a consultant, writing and speaking about adolescent literacy issues. Her recent books include *Literacy for Real: Reading, Thinking and Learning in the Content Areas* (Teachers College Press); *Engaging Adolescent Learners: A Guide for Content-Area Teachers*

(Heinemann); and *Literacy Learning Communities: A Guide for Creating Sustainable Change in Secondary Schools* (Heinemann). Her latest project with Jimmy Santiago Baca is a new teaching resource for reaching at-risk adolescents, which includes a book and DVD titled *Adolescents on the Edge: Stories and Lessons to Transform Learning*.





Tanny McGregor

Grades K–8

Comprehension Connections introduced teachers across the country to the imaginative, inspiring, and practical teaching of Tanny McGregor. *Genre Connections* brings to teaching genre the same creativity and can-do spirit that has helped hundreds of thousands of practitioners improve. Tanny has been teaching and learning in Cincinnati for more than two decades. She is a staff developer, a nationally-known keynoter

and workshop presenter, and a member of Heinemann Professional Development Services. In addition to *Comprehension Connections* and *Genre Connections*, she is a coauthor of the Heinemann title *Comprehension Going Forward*.

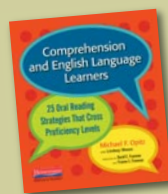


Lindsey Moses

Grades K–5

Lindsey Moses is a coauthor of the Heinemann title *Comprehension and English Language Learners*. She is an assistant professor at the Arizona State University and teaches courses in Early Childhood Education, Elementary Education, Literacy, and Culturally and Linguistically Diverse Education. She is a former elementary teacher of English language learners and is passionate about supporting literacy

instruction in diverse classrooms. Lindsey's research interests involve exploring how young learners construct meaning with text in various instructional settings. Read two of Lindsey's articles, "In a World of Mandates, Making Space for Inquiry" and "Integrating Literacy and Inquiry for English Learners," in the April and May, 2011, editions of *The Reading Teacher*.

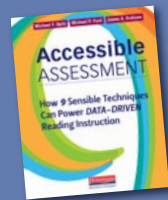


Michael F. Opitz

Grades K–6

A former elementary school teacher and reading specialist, Michael Opitz is professor emeritus of reading at the University of Northern Colorado where he taught undergraduate and graduate courses and supervised doctoral dissertations. He is the coauthor of multiple Heinemann titles, including *Good-bye Round Robin, Updated Edition*; *Do-Able Differentiation: Varying Groups,*

Texts, and Supports to Reach Readers; *Comprehension and English Language Learners*; and *Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction*. Michael works in selective classrooms in the United States and abroad planning, teaching, and evaluating demonstration lessons focused on different aspects of literacy in K–6 classrooms.



Stephanie Parsons

Grades K–5

Stephanie Parsons began her teaching life studying with Lucy Calkins. She taught at P.S. 321 in Brooklyn before becoming a staff developer with the Teachers College Reading and Writing Project, where she cowrote the *Primary Unit of Study, Poetry: Powerful Thoughts in Tiny Packages* with Lucy Calkins. Since then she has written *First Grade Writers*, *Second Grade Writers*, and *First Grade Readers*. Prior to teaching, Stephanie spent a

decade studying visual and performing arts. She is now a reading and writing staff developer working with elementary schools in New York City and across the country. Her creative background helps her show teachers and children how to see the familiar through fresh eyes.



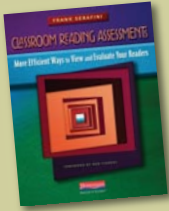


Frank Serafini

Grades 2–8

Frank Serafini is an Associate Professor of Literacy Education at Arizona State teaching courses in children's literature and literacy instruction. He has been an elementary teacher and a literacy specialist in K–8 classrooms. Frank is the author and coauthor of numerous Heinemann titles including *Classroom Reading Assessments: More Efficient Ways to View and Evaluate*

Your Readers, Around the Reading Workshop in 180 Days, Reading Aloud and Beyond: Fostering the Intellectual Life with Older Readers, and More (Advanced) Lessons in Comprehension: Expanding Students' Understanding of All Types of Texts.

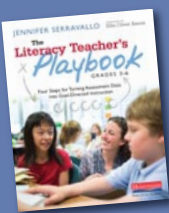


Jennifer Serravallo

Grades 1–6

A literacy consultant, researcher, and author, Jennifer Serravallo worked for eight years as a staff developer and national consultant at the Teachers College Reading and Writing Project at Columbia University. In this capacity, she helped urban, suburban, and rural schools implement exceptional literacy instruction through reading and writing workshops. While working toward her MA at Teachers College, she taught grades 3–5 in two Title I schools with large class sizes, high numbers

of ELLs, and an enormous range of learners—an experience that galvanized her to develop several professional resources for teachers: *Teaching Reading in Small Groups* and *Conferring with Readers*. She is the author of two new resources: the *Literacy Teacher's Playbook* for grades 3–5 and grades K–2.



Sharon Taberski

Grades K–5

In her latest work, *Comprehension from the Ground Up*, Sharon Taberski cuts through the pressurized, strategy-overloaded, fluency-crazed atmosphere surrounding reading instruction to lay out reading and workshop practices that are most effective in the primary grades. The companion DVD, *Lessons from the Ground Up*, shows Sharon in the classroom, modeling effective ways to develop comprehension in real-life

classroom settings through exemplary teaching techniques and is perfect for your workshop or PLC. Sharon is also the author of *It's ALL About Comprehension*, *Teaching K–3 Readers from the Ground Up*, a DVD set, *On Solid Ground: Strategies for Teaching Reading K–3*, and the video series *A Close-Up Look at Teaching Reading: Focusing on Children and Our Goals*.



Susan Zimmermann

Grades K–12

An internationally known speaker and workshop leader, Susan Zimmermann is coauthor of *Comprehension Going Forward* and the educational best sellers *Mosaic of Thought*, Second Edition and *7 Keys to Comprehension* (with Chryse Hutchins). Currently a full-time speaker and writer, Susan

gives workshops, keynotes, and summer institutes on ways to deepen the reading and writing experience for adults and children.



Math & Science Consulting and Coaching

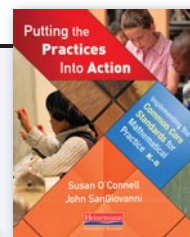
Bring one of Heinemann's recognized leaders in math and science education to your school or district to accelerate both teacher and student achievement!

- Learn how to incorporate the Standards for Mathematical Practice into your teaching and ensure that your students develop the critical skills needed to advance.
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- Create a customized plan to meet your school's or district's specific math or science PD needs.



Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice

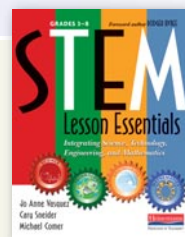
Grades K–8 / Consulting delivered by *Susan O'Connell*



STEM Lesson Essentials Integrating Science, Technology, Engineering, and Mathematics

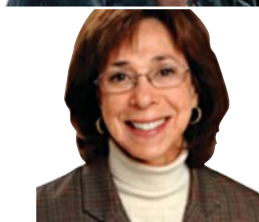
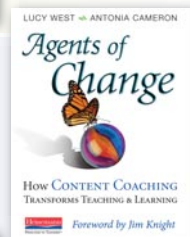
Grades 3–8

Consulting delivered by *Jo Anne Vasquez*



Agents of Change: How Content Coaching Transforms Teaching and Learning

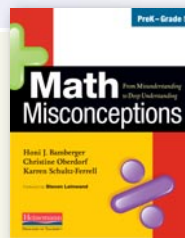
Grades K–8 / Consulting delivered by *Lucy West*



Math Misconceptions: From Misunderstanding to Deep Understanding

Grades PreK–5

Consulting delivered by *Honi Bamberger*



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Identify your desired PD topic and goal. Heinemann will then match the ideal author or educational consultant for a custom-crafted day or multiple days of in-depth learning.



Multi-Day Institutes

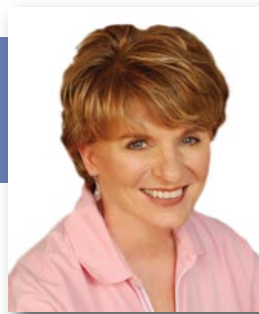
Extend your learning with Heinemann's expert authors over two or more days and expand the outcomes for your practice and the results for your students. Heinemann's multi-day institutes are led by the "best of the best" in literacy instruction, who consistently deliver powerful learning experiences.

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Led by **Kylene Beers** and **Bob Probst** with master faculty **Chris Crutcher**, **Penny Kittle**, **Lester Laminack**, **Donalyn Miller**, and **Linda Rief**



The 7th Annual Boothbay Literacy Retreat

Boothbay Harbor, ME • June 22-25 (26*), 2014

Join **Kylene Beers** and **Bob Probst** and their master faculty for the **7th Annual Boothbay Literacy Retreat**. This summer we'll build on best practices for helping struggling readers and writers while pushing toward next practices. To talk about next practices means talking about engagement, technology, autonomy, collaboration, and purpose.

In particular, this retreat will be guided by these questions:

What are the best practices for literacy education we don't want to lose in this ever-changing 21st-century world?

What are the next practices we should be trying?

How do we engage all students, especially those who struggle with literacy skills?

What are the new tech tools I should know to help my classroom be a tech-savvy place?

What are the skills and habits of mind students need now to be better readers and writers in this changing world?

Our goal at the retreat is to slow down, think carefully, listen intently, and speculate with colleagues about strategies that help all students achieve at the highest levels. We arrange the day (and night) in four parts:

- Presentations. These are the times when we come together as a large group to learn literacy strategies and technology tools.
- Meditations. These are the times you are working on your own, reading, writing, reflecting.
- Conversations. During these blocks of time, you're in small groups to think with others about the topic of the day.
- Summations. Always the popular part of the day, summations are when we return as a large group in the evenings for dessert and to hear from our distinguished lecturer for the night.

Each day begins with a writing class delivered by our writer-in-residence Linda Rief. After breakfast, we convene for a presentation. From there we move among meditations and conversations and then in the afternoon we will focus on technology integration. The technology tools shared are hands-on, so bring your mobile device. The day concludes around 4 pm for you to enjoy the surrounding area and dinner on your own. We reconvene at 8 pm for a different speaker each night.

* Special Post-Retreat Session (June 26)

The retreat officially ends at noon on Wednesday. We hope, however, that many of you will decide to stay with us through Thursday at noon. Wednesday afternoon and Thursday morning we offer what we call a "lagniappe" session. This New Orleans word (pronounced lan-yap) means "a little something extra." This year's lagniappe session will focus on expository writing. In particular, we'll discuss how we help students write informational texts with voice, how we encourage reason and analysis while nurturing creativity and passion, and, most importantly, how we help all students use writing as a way of knowing.

Agenda subject to change.



Presented by Irene C. Fountas and Gay Su Pinnell



Two Consecutive Multi-Day Institutes on the Leveled Literacy Intervention (LLI) Systems

The Fountas & Pinnell *Leveled Literacy Intervention (LLI) Systems* deliver small-group, supplementary intervention designed for children who find reading and writing difficult.

A Comprehensive Study of the LLI Primary Systems—*Leveled Literacy Intervention (LLI)* for Grades K, 1, and 2 (Levels A–N / Orange, Green, and Blue)

July 28–29, 2014 • Atlanta, GA

Teaching Readers Who Struggle and Teaching Within LLI Lessons

The focus on day one of this multi-day institute is on understanding reading and writing processes, the challenges for readers who struggle, and teaching within the LLI lessons. Gay and Irene will provide:

- an overview of the *Leveled Literacy Intervention (LLI)* Primary Systems
- a close examination of the “ladder of texts” that supports student progress across time
- an introduction to the lesson structure for *LLI* daily lessons and how to connect each part of the lessons to professional resources for learning more
- instruction on how to teach for strategies as students reread texts from the day before
- instruction on how to introduce new texts and support children as they read and discuss them, write about reading, and do hands-on work with words
- guidance on how to use a tutorial to help you code and analyze the reading behavior of children in the group.

Analyzing Reading Behaviors as a Foundation for Powerful Teaching

During day two, Gay and Irene will review sample lessons from all three *LLI* Primary Systems and you will learn instructional routines that can be incorporated into small-group teaching. In addition, you will learn about progress monitoring using technology, and how systematic observation of reading and writing behaviors can inform your teaching.

Introducing the LLI Intermediate Systems—*Leveled Literacy Intervention (LLI)* for Grade 3 (Levels L–Q /Red) and Grade 4 (Levels O–T/Gold)

July 30–31, 2014 • Atlanta, GA

Irene C. Fountas and Gay Su Pinnell have extended their *Leveled Literacy Intervention (LLI) Systems* to the intermediate grades starting with third and fourth graders*. In this interactive two-day institute, Irene and Gay will provide participants with an introduction to the *LLI Red and Gold Systems* and show how these systems specifically address the needs of struggling older readers.

The *LLI* Intermediate Systems are designed to engage struggling readers with original, captivating books and fast-paced lessons created with the interests and needs of eight-, nine-, and ten-year-olds in mind. In this consecutive two-day institute, participants will receive an introduction to *LLI Red System* (for Grade 3/Levels L–Q) and the *LLI Gold System* (for Grade 4 / Levels O–T) also presented by Fountas and Pinnell. In addition to unpacking the new systems and reviewing the components, participants will:

- explore an organized, regularly applied system for monitoring student progress
- practice teaching with the new *LLI* lessons
- learn about the *LLI Red* and the *LLI Gold* systems’ tools and systematic plans to use in coordinating supplementary teaching with classroom instruction
- review the *LLI* website and companion technology
- deepen their understanding of many research-based ways to help struggling readers.

* The upper intermediate grade-level systems of *LLI* (the Purple and Teal Systems) are scheduled for release starting in 2014.

Agendas are subject to change.

Two Consecutive Multi-Day Institutes!

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Seattle, WA
March 11, 2014

Portland, OR
March 12, 2014

Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards

Grades K–3

Presented by Sharon Taberski



Effective comprehension is central to meeting today's early reading standards. Sharon Taberski, the author of *Comprehension from the Ground Up*, cuts through the pressurized, strategy-overloaded atmosphere surrounding reading instruction to lay out the reading and writing practices that are most effective in developing strong readers in the primary grades.

In this workshop, Sharon reenvisioned the Five Pillars of Effective Reading Instruction to reflect how students actually learn to read. In addition to repositioning comprehension as the overarching goal atop the pillars, participants will examine how accurate fluent reading, background knowledge, oral language and vocabulary, reading-writing connections, and a repertoire of metacognitive strategies to use as and if needed each serve comprehension in essential and nonnegotiable ways.



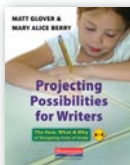
Tulsa, OK
February 28, 2014

Baltimore, MD
April 29, 2014

Projecting Possibilities for Writers: Designing Units of Study

Grades K–5

Presented by Matt Glover



This practical, hands-on workshop will engage teachers in a process for designing writing workshop units of study that are responsive to the needs of their students. Matt will start by building background knowledge around key concepts of writing workshop that are necessary for creating a unit of study. Participants will practice reading like a writer in order to improve their skill at noticing what authors do.

Also in this workshop, Matt will take teachers through the process of creating an actual unit of study. By going through the process for one unit, teachers will have the skills needed to create any unit of study. Matt will guide teachers through the process by helping them study a stack of texts, envision teaching possibilities, set primary and secondary goals, and project a sequence of possible mini-lessons. Finally, participants will have time to start developing a unit of study they will use with their actual students.



Charlotte, NC
April 24, 2014

Cross-Curricular Strategies for Lifting Achievement and Motivation

Grades K–5

Presented by Linda Hoyt



Informational literacy is generating excitement and a strong sense of instructional urgency. This positions language arts instruction squarely in the content areas, but it isn't just about increasing informational volume. Instead, informational literacy is focused on the development of information seekers who retain more content, think more deeply, and excel at expressing meaning across the curriculum. In this

one-day workshop, Linda will guide participants as they explore strategies for improving content retention, synthesizing information from multiple sources, and crafting informational writing that sizzles with interesting structures and content. She will highlight strategies from the recently published *Explorations in Nonfiction Writing* and *Crafting Nonfiction* plus offer glimpses into her new book on the power of informational literacy (set for release in early 2014).



Westminster, CO
April 11, 2014

Writing and Reading Priorities: Getting to the Core

Grades K–6

Presented by Regie Routman



In this workshop, participants will further their literacy and instructional knowledge by learning how to teach students to write for authentic audiences and purposes and to read for enjoyment and understanding.

"How is what I'm doing helping students learn more and become more self-directed?" Keeping this guiding question in mind helps us determine our priorities for instructing and assessing as responsive teachers, coaches, and leaders.

Using current research, classroom stories, photos, videos, and student work samples from her recent work in diverse classrooms, Regie will demonstrate, think aloud, explain, discuss, and invite audience participation to understand and apply exemplary writing, reading, thinking, and feedback practices that accelerate literacy learning for all students and that meet and exceed the Common Core State Standards. Participants will leave inspired and energized to teach and lead with deeper knowledge, enjoyment, and efficiency.



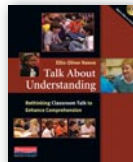
Long Island, NY
March 21, 2014

Hartford, CT
May 2, 2014

Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension

Grades K–8

Presented by Ellin Oliver Keene



In this workshop you'll learn how to use language and teaching moves that help students go beyond superficial reading comprehension to lasting understanding in reading and throughout the content areas. Throughout the day Ellin will share the guiding principles, the teaching suggestions and carefully described outcomes that are the basis of her latest book to help you teach your students how to comprehend, thoroughly and eagerly, the varied and complex texts in the world around us.

Ellin Oliver Keene demystifies comprehension instruction by describing how teachers can ensure that readers comprehend deeply and how teachers can modify their oral language to enhance deep comprehension. Ellin is the author of *To Understand: New Horizons in Reading Comprehension* and coauthor of *Mosaic of Thought* and *Comprehension Going Forward*. This workshop, based on her latest groundbreaking book, *Talk About Understanding*, allows you to engage in a dialogue with Ellin as she models reading instruction strategies.



Reading Connections: Teaching Abstract Concepts in Concrete Ways

Grades K–8

Presented by Tanny McGregor

Houston, TX
February 27, 2014

San Marcos, TX
February 28, 2014



State standards are loaded with abstract concepts, from comprehension strategies to learning about text types. How can we make these concepts accessible for all students? Tanny

McGregor has searched for the answers to these questions. With the help of many classrooms and colleagues, she has developed a launching sequence that honors the

gradual release of responsibility, making learning incremental and achievable—even when the content or concept is abstract.

Tanny will explore the intersection of research and classroom instruction, taking teachers through the launching sequence from abstract to concrete. Participants will learn how to usher their students into the world of complex text, using concrete objects, art, music and conversation.



Putting the Practices into Action

Grades K–8

Presented by Sue O'Connell

Columbia, MD
February 21, 2014

Franklin, TN
February 28, 2014

Elizabeth, NJ
March 4, 2014



The Standards for Mathematical Practice are the heart and soul of the Common Core Standards for Mathematics. Join Sue O'Connell in this dynamic one-day workshop to examine these standards, identify the key elements of each one, and discover

practical strategies for making them come alive in math classrooms. Hands-on exercises will illustrate first-hand how to connect these critical practices to the math content you are teaching.

Through modeling, Sue will demonstrate questioning techniques that deepen students' math understanding. Participants will work together to explore ways to build students' problem-solving skills.

You will leave with dozens of interactive classroom tasks that engage your students in exploring and making sense of mathematics, as well as a deeper understanding of the CCSS Practice Standards and their critical impact on how we teach mathematics.



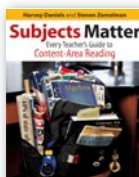
Content-Area Literacy: Comprehension, Collaboration, and Inquiry

Grades K–12

Presented by Harvey "Smokey" Daniels

Atlanta, GA
March 6, 2014

Newark, NJ
March 7, 2014



This practical, hands-on workshop answers key questions raised by concerned teachers across the country: How can I make sure my students understand, remember, and apply the content they read in social studies, science, and language arts? How can I help them to handle increasingly complex texts through the year? And even more, how can I stir kids' curiosity, so that they engage deeply in big ideas, build knowledge

through their schooling, and ultimately, act wisely as citizens?

Drawing on his three recent books, *Subjects Matter: Every Teacher's Guide to Content-Area Reading*, *Comprehension and Collaboration: Inquiry Circles in Action*, and his newest, *Text and Lessons for Content-Area Reading*, Harvey "Smokey" Daniels will show how kids can think better around challenging nonfiction texts, and how they can use writing as a tool for learning in all classrooms.



Freeport, ME
April 16, 2014
Rochester, NY
May 30, 2014

Teaching Reading in Small Groups

Grades 1–6

Presented by Jennifer Serravallo



Thousands of teachers, staff developers, and administrators have appreciated Jennifer Serravallo's clear, direct, and immediately applicable style of writing in her two popular Heinemann titles, *Conferring with Readers: Supporting Each Student's Growth and Independence* (coauthored with Gravity Goldberg) and *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*.

Drawing from Jennifer's second book, *Teaching Reading in Small Groups*, this workshop will invite participants to consider the power of matching methods with those purposes to think beyond guided reading as the only way to work with readers in small groups. You will learn which methods will match the Common Core State Standards goals for improved comprehension (standards 1–9) and reading on grade level (standard 10).



Hampton, NH
March 5, 2014

Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards

Grades 2–8

Presented by Carl Anderson



Teachers all over the country are looking for ways to help their students meet the rigorous demands of new writing standards, such as the Common Core State Standards. How can we best help students to write the kinds of well-written opinion, informational, and narrative writing that the standards are demanding of them? How can we teach students to write the beautifully

structured, finely detailed pieces that are described in the standards?

In this workshop, Carl Anderson, author of *How's It Going? A Practical Guide to Conferring with Student Writers*, *Assessing Writers*, and the *firsthand* series, *Strategic Writing Conferences*, will show participants how having writing conferences with students is one of the most powerful ways to help them improve their writing skills.



Danvers, MA
February 6, 2014
Hoffman Estates, IL
February 7, 2014

The New Units of Study in Opinion, Information, and Narrative Writing

Grades 3–5

Presented by Lucy Calkins



New state curricular standards, such as the Common Core State Standards, are a rallying call to teachers. In effect, the standards refocus the nation on students' proficiency as writers. In this workshop, teachers and administrators will learn about both overarching plans and precise details of the writing instruction that is essential to help students reach high standards, and exceed them. As part of this you'll learn about the new *Units of Study in Opinion, Information, and Narrative Writing* curricula

Lucy and her colleagues have just completed and the ways it addresses the newest demands from the CCSS in writing including argument, persuasive, and narrative. These curricula also integrate frameworks New York State has adopted for accelerating achievement toward CCSS levels including attention to the level of cognitive challenge teachers provide students using Webb's Depths of Knowledge frameworks, reliance on Grant Wiggins' and Heidi Hayes Jacobs' curricular mapping design strategies, and attention to Charlotte Danielson's Framework, especially the emphasis on teacher effectiveness.



Lifting the Level of Close Reading and Writing About Reading: A Common Core Workshop

Grades 3–12

Presented by **Mary Ehrenworth**

Albany, NY
March 4, 2014
Sacramento, CA
March 11, 2014



In this workshop, Mary Ehrenworth, coauthor (with Lucy Calkins and others) of *Pathways to the Common Core*, *The Power of Grammar*, *Units of*

Study in Opinion, Information, and Narrative Writing, will share structures, strategies, and curriculum to raise the level of students' close reading and writing about reading. Mary will demonstrate protocols to raise the

level of the on-the-run short reading responses students make to literature and informational texts, as well as methods for improving students' close reading and text-based argument writing. In particular, Mary will focus on methods, tools, and protocols that improve transference across the curriculum and across grade levels in a school, so that students become extraordinary at this high leverage reading and writing work across ELA, social studies, and science.

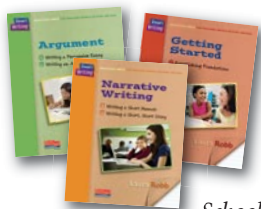


Smart Writing: Meeting Common Core Standards for Middle School Writers

Grades 4–9

Presented by **Laura Robb**

Kansas City, MO
March 10, 2014



This one-day workshop emerges from sources that form the foundation of Laura's recent Heinemann titles *Smart Writing: Practical Units for Teaching Middle School Writers* and *Teaching Middle*

School Writers: What Every English Teacher Needs to Know. Using the Common Core Standards for writing

along with what Laura has discovered about what students, teachers, and school districts need and want in a writing curriculum, she will show participants how this information shapes classroom practices.

Laura's workshop will engage everyone in ways to find topics, enlarge brainstorming, understand the benefits of writing plans, use mentor texts for lessons on leads and writing craft, use peer involvement in revision, and use short, manageable conferences to move writers forward.

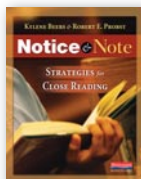


Notice and Note: Strategies for Close Reading

Grades 4–12

Presented by **Kylee Beers and Bob Probst**

Dallas, TX area
February 11, 2014
Columbia, SC
March 4, 2014



In this workshop we will explore methods to help students, grades 4–12, become not only better readers but lifetime readers. We'll discuss the big issues of today—reading nonfiction, close reading, rigor, text-dependent questions—while also attending to the ever critical topics of engagement and life-long learning.

This workshop will focus on the principles and the

strategies that will help all students, even those who struggle the most with texts, read them with deeper engagement, comprehend them more fully, and assess their implications more thoughtfully and responsibly. Participants will learn strategies that encourage close reading, engage even our most reluctant readers, help you move students from surface level readers to attentive, responsive readers and help students read fiction and nonfiction with deeper understanding.



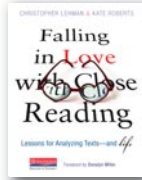
Fall in Love with Close Reading

Grades 4–12

Presented by Christopher Lehman and Kate Roberts

Seattle, WA
April 3, 2014

Portland, OR
April 4, 2014



Close reading is more than text-dependent questions! Spend an engaging and thought-provoking day with Christopher Lehman and Kate Roberts who will support you with practical methods for teaching the skills of deep analytical reading in ways that enchant students and transfer to their independent work.

Christopher Lehman is coauthor of the best-selling *Pathways to the Common Core* and author of *Energize Research Reading and Writing* and *A Quick Guide to Re-*

living Disengaged Writers. This workshop will draw on research and classroom practice from his newest book, coauthored with Kate Roberts, *Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life*.

His fun, witty, and interactive teaching style will leave you feeling confident to support students as they develop big ideas about narratives, nonfiction texts, and media. You will see how learning to read closely can be a way to live closely.



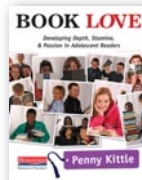
Book Love: Increasing Engagement, Stamina, and Independence

Grades 6–12

Presented by Penny Kittle

Philadelphia, PA
April 7, 2014

Milwaukee, WI
April 8, 2014



Teachers of adolescents often ask, “How come so many students who loved reading in elementary school stop reading in middle and high school? How can I create authentic readers?” Penny Kittle has asked these questions of her own middle and high school students for the last fifteen years and come to a deep understanding of what motivates adolescents to engage with books and sustain an interest in reading. Penny’s quest to understand the factors behind adolescent disengage-

ment has led her to design instruction differentiated for the wide range of abilities in her classes.

In this one-day workshop based on her new book, Penny will suggest ways to deepen comprehension, increase nonfiction reading, and ultimately create independent, skilled readers who choose challenging texts and accelerate their own growth in reading. Participants will explore ways to heighten thinking through writing and how to teach into the intentions of students in conferences.

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Spring 2014 Workshops

Presenter	Location	Date	Topic	Level
Anderson	Hampton, NH	3/5/14	Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards	2–8
Beers & Probst	Dallas, TX area	2/11/14	Notice and Note: Strategies for Close Reading	4–12
Beers & Probst	Columbia, SC	3/4/14	Notice and Note: Strategies for Close Reading	4–12
Calkins	Danvers, MA	2/6/14	The New Units of Study in Opinion, Information, and Narrative Writing	3–5
Calkins	Hoffman Estates, IL	2/7/14	The New Units of Study in Opinion, Information, and Narrative Writing	3–5
Daniels	Atlanta, GA	3/6/14	Content-Area Literacy: Comprehension, Collaboration, and Inquiry	K–12
Daniels	Newark, NJ	3/7/14	Content-Area Literacy: Comprehension, Collaboration, and Inquiry	K–12
Ehrenworth	Albany, NY	3/4/14	Lifting the Level of Close Reading and Writing About Reading: A Common Core Workshop	3–12
Ehrenworth	Sacramento, CA	3/11/14	Lifting the Level of Close Reading and Writing About Reading: A Common Core Workshop	3–12
Glover	Tulsa, OK	2/28/14	Projecting Possibilities for Writers: Designing Units of Study	K–5
Glover	Baltimore, MD	4/29/14	Projecting Possibilities for Writers: Designing Units of Study	K–5
Hoyt	Charlotte, NC	4/24/14	Cross Curricular Strategies for Lifting Achievement and Motivation	K–5
Keene	Long Island, NY	3/21/14	Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension	K–8
Keene	Hartford, CT	5/2/14	Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension	K–8
Kittle	Philadelphia, PA	4/7/14	Book Love: Increasing Engagement, Stamina and Independence	6–12
Kittle	Milwaukee, WI	4/8/14	Book Love: Increasing Engagement, Stamina and Independence	6–12
Lehman & Roberts	Seattle, WA	4/3/14	Fall in Love with Close Reading	4–12
Lehman & Roberts	Portland, OR	4/4/14	Fall in Love with Close Reading	4–12
McGregor	Houston, TX	2/27/14	Reading Connections: Teaching Abstract Concepts in Concrete Ways	K–8
McGregor	San Marcos, TX	2/28/14	Reading Connections: Teaching Abstract Concepts in Concrete Ways	K–8
O'Connell	Columbia, MD	2/21/14	Putting the Practices into Action	K–8
O'Connell	Franklin, TN	2/28/14	Putting the Practices into Action	K–8
O'Connell	Elizabeth, NJ	3/4/14	Putting the Practices into Action	K–8
Robb	Kansas City, MO	3/10/14	Smart Writing: Meeting Common Core Standards for Middle School Writers	4–9
Routman	Westminster, CO	4/11/14	Writing and Reading Priorities: Getting to the Core	K–6
Serravallo	Freeport, ME	4/16/14	Teaching Reading in Small Groups	1–6
Serravallo	Rochester, NY	5/30/14	Teaching Reading in Small Groups	1–6
Taberski	Seattle, WA	3/11/14	Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards	K–3
Taberski	Portland, OR	3/12/14	Comprehension from the Ground Up: Building a Solid Base to Exceed Early Reading Standards	K–3

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- Illinois (1 CPDU = 1 class participation hour): Provider #102310
- Michigan: Participants will need to fill out an SCECH application at the one-day workshop. For Institutes, please contact Maureen Foster (Maureen.foster@heinemann.com) at least six weeks prior to the institute.
- Texas: Heinemann is an approved Continuing Professional Education (CPE) Provider: #501280.

- Connecticut CEUs
- Washington State Clock Hours
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ISBN 978-0-325-05759-0

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