

June 24 & 25, 2009

Math Conference

**BEGIN WITH
THE BRAIN IN
MIND:
CONNECTING
RESEARCH TO
PRACTICE**



**BEST WESTERN HOTEL AND CONFERENCE CENTER
300 GATEWAY DRIVE, BETHLEHEM, PA**

Registration: 7:30 - 8:30 a.m.

Keynote Speakers



OPENING KEYNOTE

(June 24, 2009 • 8:30 - 9:45 a.m.)

The Universal Keys to Improving Student Achievement

Presented by: Horatio Sanchez, President & CEO, Resiliency, Inc.

One of the unintended outcomes of standardized testing is educators narrow their efforts to only academic interventions. Brain science reveals that this approach is not always the best strategy and even at times counterproductive. There are some simple practices that can dramatically improve the academic performance of every student and even reduce negative behaviors. Come learn what simple changes every school and classroom can do that will increase student outcomes.

Session Goals

- Universal factors that impact everyone's learning and behaviors
- Identify the specific strategies found in the research that address these universal needs
- Explain how strategies can be easily implemented both school wide and within each classroom



CLOSING KEYNOTE

(June 25, 2009 • 1:45 - 3:00 p.m.)

Girls will be Girls, Boys will be Boys: Teaching to Gender Differences

Presented by: Dr. Bill McBride, National Educational Consultant

Many boys are failing in our schools. Statistics clearly show that boys make up the bulk of our discipline problems, drop outs, and even inmates. Schools may be contributing to these failure rates by not considering differences in male and female brain development. Gender differences in brain development affect our children's behavior, emotions, and ability to process information. Dr. McBride's speech will weave humor with specific strategies to promote instruction that supports both male and female brains.

Breakout Sessions

ELEMENTARY STRAND

JUNE 24, 2009

SESSION 1 (9:50 - 11:10 a.m.)

Reading & Writing in Math

Integrating reading and writing in mathematics helps students to make connections between literature, writing, and math, while increasing student achievement on high-stakes assessments. Participants will acquire practical suggestions for utilizing children's literature to teach mathematics while engaging in various math activities. Participants will also engage in various writing and vocabulary strategies that can be integrated into math lessons.

**STACY KULICS, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20**

LUNCH (11:10 a.m. - 12:10 p.m.)

SESSION 2 (12:10 - 1:30 p.m.)

Reading & Writing in Math: Part II

**STACY KULICS, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20**

SESSION 3 (1:40 - 3:00 p.m.)

Connections within Mathematics

Participants will analyze teaching methods across elementary topics to create connections to real world scenarios, such as: adding apples, fractions, and similar terms through the use of a topic (concept) map. This is an effective tool for study and presentation preparation. The handouts for this presentation will provide participants with ideas, exercises, and problems, to stimulate classroom and student discussions.

**KEN SULLINS, ADJUNCT INSTRUCTOR
MANSFIELD UNIVERSITY**

JUNE 25, 2009

SESSION 1 (8:30 - 9:50 a.m.)

Guided Math

Meeting the individual math needs of all students is a challenging task to face throughout the year. Participants will discover what I have been successfully using for several years - GUIDED MATH instruction. In this strategy-packed, multimedia seminar, participants will learn how they can use guided math strategies to find the time they need to work with individuals and small groups. This guided math session will help them develop practical techniques, instructional strategies and routines that allow them to work with students in small, guided math groups at the students' level of readiness and need. Participants will investigate classroom-proven techniques to help them implement guided math in their classroom. In doing so, participants will describe ways they will be able to differentiate their math instruction while using their current curriculum and materials. Whether they are teaching in a self-contained classroom or in a resource program, participants will find the ideas to be practical and easy to apply. Even better, I will share dozens of ideas, tiered centers and tips to help encourage student success in learning math. Participants will have a unique opportunity to participate in this high-energy seminar that will leave them with dozens of strategies that they can use immediately in their own classroom.

**DEBORAH ALLEN WIRTH, ELEMENTARY TEACHER/NATIONAL
PRESENTER
DOVER AREA SCHOOL DISTRICT (PA)**

SESSION 2 (10:00 - 11:20 a.m.)

Guided Math: Part II

**DEBORAH ALLEN WIRTH, ELEMENTARY TEACHER/NATIONAL PRESENTER
DOVER AREA SCHOOL DISTRICT (PA)**

LUNCH (11:20 a.m. - 12:20 p.m.)

SESSION 3 (12:20 - 1:40 p.m.)

Guided Math: Part III

**DEBORAH ALLEN WIRTH, ELEMENTARY TEACHER/NATIONAL PRESENTER
DOVER AREA SCHOOL DISTRICT (PA)**



Breakout Sessions

MIDDLE SCHOOL STRAND

JUNE 24, 2009

SESSION 1 (9:50 - 11:10 a.m.)

SAS and PSSA Strategies for Middle School Teachers

This workshop will introduce participants to PDE's Standard Aligned Systems to assist in navigation of the system. Additionally, participants will learn strategies to help students reach proficiency on the PSSA test.

NICOLE COMPOSTO, MATHEMATICS TEACHER/DISTRICT MATH COACH
PLEASANT VALLEY SCHOOL DISTRICT

LUNCH (11:10 a.m. - 12:10 p.m.)

SESSION 2 (12:10 - 1:30 p.m.)

Technology Tools for the Middle School Math Classroom

In this session, teachers will explore ways in which netTrekker and Intel Education tools can specifically be used in the Math classroom. netTrekker, a search engine for educational use, contains an assortment of great resources; however, locating the right ones can be a time-consuming task. Educators will learn how to use refinement menus to find grade level appropriate content as well as resources to integrate with interactive whiteboards. Another collection of free, web-based, high-quality tools are provided by Intel Education. These tools can be easily integrated into the curriculum and increase student achievement. We will explore how to use these tools in the Math classroom.

COLLEEN KRAMM, COORDINATOR OF EDUCATIONAL TECHNOLOGY

COLONIAL INTERMEDIATE UNIT 20

SESSION 3 (1:40 - 3:00 p.m.)

Cognitive Demands of Mathematical Tasks

How much thinking is really involved in the problems students are doing in math? What are characteristics of tasks that really require students to think and convey important mathematical ideas at the same time? Explore the answers to these questions through an analysis of mathematical tasks.

CATHY ENDERS, STAFF DEVELOPMENT FACILITATOR

CARBON LEHIGH INTERMEDIATE UNIT 21

JUNE 25, 2009

SESSION 1 (8:30 - 9:50 a.m.)

Connections Within Mathematics

"Connections Within Mathematics" is designed to allow participants to develop a topic (concept) map, an effective tool for study and presentation preparation. Participants will explore graphing a basic quadratic function using topic connections – Transformations, Applications (Extensions) of Formulas and explore to discover an extension of common algebraic topics – Linear and Exponential Functions.

KEN SULLINS, ADJUNCT INSTRUCTOR
MANSFIELD UNIVERSITY

SESSION 2 (10:00 - 11:20 p.m.)

Formative Assessments

Formative assessment is a process used by teachers and students during instruction. This method of feedback allows teachers and students to adjust teaching and learning, leading to significant improvement in student achievement. Participants will learn how to incorporate formative assessments throughout daily lessons in order to assess student learning and meet students' needs. Participants will engage in various formative assessments that they will be able to use in their own classrooms.

STACY KULICS, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20

LUNCH (11:20 a.m. - 12:20 p.m.)

SESSION 3 (12:20 - 1:40 p.m.)

Vocabulary Development for Mathematics

Math texts include more concepts per sentence and per page than any other textbook. Concepts are often introduced but not used again until later in the text, thus compromising retention. Vocabulary research points to clear strategies teachers can use with students to help them read and retain math academic terms. This highly interactive workshop will provide teachers with an understanding of how to get students to understand math concepts so that they can discuss and retain them. Hands-on practical activities and PowerPoint word games that are also appropriate for English Language Learners will be modeled.

DR. BILL MCBRIDE, NATIONAL EDUCATIONAL CONSULTANT

Breakout Sessions

HIGH SCHOOL STRAND

JUNE 24, 2009

SESSION 1 (9:50 - 11:10 a.m.)

Connections Within Mathematics

“Connections Within Mathematics” is designed to allow participants to develop a topic (concept) map, an effective tool for study and presentation preparation. Participants will explore graphing a basic quadratic function using topic connections – Transformations, Applications (Extensions) of Formulas and explore to discover an extension of common algebraic topics – Linear and Exponential Functions.

KEN SULLINS, ADJUNCT INSTRUCTOR
MANSFIELD UNIVERSITY

LUNCH (11:10 a.m. - 12:10 p.m.)

SESSION 2 (12:10 - 1:30 p.m.)

Cognitive Demands of Mathematical Tasks

How much thinking is really involved in the problems students are doing in math? What are characteristics of tasks that really require students to think and convey important mathematical ideas at the same time? Explore the answers to these questions through an analysis of mathematical tasks.

CATHY ENDERS, STAFF DEVELOPMENT FACILITATOR
CARBON LEHIGH INTERMEDIATE UNIT 21

SESSION 3 (1:40 - 3:00 p.m.)

Formative Assessments

Formative assessment is a process used by teachers and students during instruction. This method of feedback allows teachers and students to adjust teaching and learning, leading to significant improvement in student achievement. Participants will learn how to incorporate formative assessments throughout daily lessons in order to assess student learning and meet students’ needs. Participants will engage in various formative assessments that they will be able to use in their own classrooms.

STACY KULICS, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20

JUNE 25, 2009

SESSION 1 (8:30 - 9:50 a.m.)

Engaging the Disengaged: Energizing Adolescent Learners

Today’s students see more and more of a disconnect between school environments and the outside world. Recent research clearly identifies six environmental stimuli that get the brain’s attention--stimuli that are inherent in most pieces of technology. Yet teachers rarely employ these elements in their teaching to increase student engagement. This highly interactive workshop will model a number of brain-based literacy strategies that utilize all six stimuli and consequently get students involved in learning. Teachers will learn strategies to help students preview texts, take notes, comprehend while reading, and summarize what they have read. Come prepared to be inspired and have fun.

DR. BILL MCBRIDE, NATIONAL EDUCATIONAL CONSULTANT

SESSION 2 (10:00 - 11:20 a.m.)

Engaging the Disengaged - Part II

DR. BILL MCBRIDE, NATIONAL EDUCATIONAL CONSULTANT

LUNCH (11:20 a.m. - 12:20 p.m.)

SESSION 3 (12:20 - 1:40 p.m.)

Math Integration in Career & Technical Education

Learning mathematics in context provides for student motivation, a deeper understanding, and more transferrable knowledge. Participants will understand the importance that Pennsylvania places on the integration of mathematics in technical education, and engage in an exploration of content, problem solving connections, and hands-on applications of the embedded mathematics in several popular career and technical program areas. The presentation will illustrate example problems that provide opportunities to use the mathematics in context and show connections to traditional academic instruction. Participants will solve math problem examples from Career and Technical Education (CTE) textbooks and look for connections to use in their own lesson planning. As a result, participants will be better able to answer the question “What do I need to learn math for?”

MICHELLE BONSER, SCHOOL ACHIEVEMENT COACH
MONROE CAREER & TECHNICAL CENTER

Breakout Sessions

DIVERSE LEARNERS STRAND

JUNE 24, 2009

SESSION 1 (9:50 - 11:10 a.m.)

Strategies and Instruction for Diverse Learners

In this session we will discuss some ways to help students struggling to learn mathematics. We will explore low-tech and web 2.0 strategies in instruction and student output that can be applied to students with or without disabilities. We will also have an opportunity to put some of those strategies to work in creating a product you can use in your classroom! **Please bring a laptop computer filled with some documents, notes, pictures, or a presentation that you will be able to use for your finished product.**

MICHELLE DAVIS, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20

LUNCH (11:10 a.m. - 12:10 p.m.)

SESSION 2 (12:10 - 1:30 p.m.)

Strategies and Instruction for Diverse Learners - Part II

MICHELLE DAVIS, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20

SESSION 3 (1:40 - 3:00 p.m.)

Organizers for Diverse Math Learners

Participants in this workshop will understand the research behind the use of graphic organizers and how they can enhance classroom instruction. In this hands-on workshop, time will also be allotted for collaboration in order to brainstorm and create samples for use immediately in the classroom. Participants can expect to leave with their own Foldables, a packet of starter ideas and graphic organizer research, and ideas from other Math teachers.

COREY BERGSTEIN, INSTRUCTIONAL COACH
PARKLAND SCHOOL DISTRICT

JUNE 25, 2009

SESSION 1 (8:30 - 9:50 a.m.)

Addressing Mathematical Learning Styles in a Differentiated Classroom

Enhance your math instruction by adapting differentiated teaching strategies according to learning styles specific to math. Participants will examine how to address these learning styles in a classroom with a collection of strategies that support four distinct learners in math.

MELISSA PETRILAK, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20

SESSION 2 (10:00 - 11:20 a.m.)

Addressing Mathematical Learning Styles in a Differentiated Classroom - Part II

MELISSA PETRILAK, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20

LUNCH (11:20 a.m. - 12:20 p.m.)

SESSION 3 (12:20 - 1:40 p.m.)

Incorporating Wikis in the Mathematics Classroom

Wikis are a collaborative, engaging tool to utilize in the mathematics classroom. Wikis can act as your classroom homepage, online discussion board, collaborative/individual projects, electronic portfolios, or peer sharing. In this session, we will explore real applications of wikis in the math class, establish a wikispace account, and create your own wiki. We will also examine United Streaming to embed videos into your wiki and understand its potential as a great educational tool for the mathematics classroom. **A laptop is strongly encouraged.**

HEATHER BROWN, TRAINING & CONSULTING STAFF
COLONIAL INTERMEDIATE UNIT 20

Breakout Sessions

ALGEBRAIC THINKING STRAND

JUNE 24, 2009

SESSION 1 (9:50 - 11:10 a.m.)

Technology Tools for Algebra

In this session, teachers will learn how to use technology to surface and develop algebraic thinking with students. We will explore how to use free, online collaborative tools, for students to display, analyze and discuss their thinking to solutions of algebraic problems with others.

COLLEEN KRAMM, COORDINATOR OF EDUCATIONAL TECHNOLOGY

COLONIAL INTERMEDIATE UNIT 20

CATHY ENDERS, STAFF DEVELOPMENT FACILITATOR

CARBON LEHIGH INTERMEDIATE UNIT 21

LUNCH (11:10 a.m. - 12:10 p.m.)

SESSION 2 (12:10 - 1:30 p.m.)

New Curricular Ideas to Foster Algebraic Thinking and Discourse

In the midst of "Algebra for All," deep algebraic thinking, problem solving, and student discourse may be overlooked in favor of skills practice. The presenters will share some successes and challenges one school is encountering in a move towards a new algebra curriculum. While this change is happening at an independent, private school, many of the techniques can be applied to classrooms with more students or with a fixed curriculum. Problem sets with "good" exercises and a new way to conduct daily classes will be discussed to explore the untapped potential of our students. Participants will leave this session with new ideas to promote reading, writing and speaking Algebra among their students, along with a collection of problems designed to foster this discourse.

RICK TONY, RICHARD KING MELLON CHAIR OF MATHEMATICS

MICHELE AMENT, MATHEMATICS TEACHER

SHADY SIDE ACADEMY

SESSION 3 (1:40 - 3:00 p.m.)

New Curricular Ideas to Foster Algebraic Thinking and Discourse - Part II

RICK TONY, RICHARD KING MELLON CHAIR OF MATHEMATICS

MICHELE AMENT, MATHEMATICS TEACHER

SHADY SIDE ACADEMY

JUNE 25, 2009

SESSION 1 (8:30 - 9:50 a.m.)

Multiple Representations of Algebraic Thinking

Consider the power of using multiple representations simultaneously for uncovering the thinking and reasoning of students. This session will explore how a geometric, visual representation of a linear function in conjunction with its table, graph, and equation can deepen student understanding of a function and its properties.

CATHY ENDERS, STAFF DEVELOPMENT FACILITATOR

CARBON LEHIGH INTERMEDIATE UNIT 21

SESSION 2 (10:00 - 11:20 a.m.)

Thinking Algebraically: Making It Relevant and Applicable

This session will stimulate participants to explore and discuss algebraic concepts and begin to develop a collection of application problems. Additionally, participants will apply problem solving strategies to examples from some algebraic topics and use various concepts to create a problem solving plan.

KEN SULLINS, ADJUNCT INSTRUCTOR

MANSFIELD UNIVERSITY

LUNCH (11:20 a.m. - 12:20 p.m.)

SESSION 3 (12:20 - 1:40 p.m.)

Vocabulary in Mathematics

Learning algebra is much like learning a new language. In order for students to be successful in algebra, they must be able to speak the language of algebra. Students must understand the unique terminology used in algebra. Participants will learn about the importance of vocabulary instruction as well as various vocabulary strategies that can be incorporated throughout instruction.

STACY KULICS, TRAINING & CONSULTING STAFF

COLONIAL INTERMEDIATE UNIT 20

Breakout Sessions

**MATH WITH THE BRAIN
IN MIND STRAND**

**INSTRUCTIONAL
COACHING STRAND**

JUNE 24, 2009

SESSION 1 (9:50 - 11:10 a.m.)

It's Not Rocket Science, It's Brain Science

In the world of high stakes testing teachers struggle to find strategies that are effective with all underperforming students. This session is designed to explain, model, and let teachers experience how to utilize brain-based strategies. These strategies are easy to implement and can be applied across the general education curriculum. This approach has been proven to increase test performance across all student profiles: from gifted to the underperforming student.

Horatio Sanchez, President & CEO

Resiliency, Inc.

LUNCH (11:10 a.m. - 12:10 p.m.)

SESSION 2 (12:10 - 1:30 p.m.)

It's Not Rocket Science, It's Brain Science - Part II

Horatio Sanchez, President & CEO

Resiliency, Inc.

SESSION 3 (1:40 - 3:00 p.m.)

Math with Brain on the Mind

In this session, teachers will explore ways in which they can integrate brain-based technologies into the Math curriculum. Free to use by all educators, students and parents, Thinkfinity.org provides educators with free lesson plans, interactives, and other top-quality materials created under a grant by the Verizon foundation. Thinkfinity aims to improve student achievement in the traditional classroom setting and beyond by providing high-quality content.

COLLEEN KRAMM, COORDINATOR OF EDUCATIONAL TECHNOLOGY

COLONIAL INTERMEDIATE UNIT 20

JUNE 25, 2009

SESSION 1 (8:30 - 9:50 a.m.)

Effective Strategies to Use as a Coach

As a coach, you are constantly being pulled in various directions. How do you manage your time? We will examine the 'nuts and bolts' of coaching and explore the skills and frameworks needed to effectively coach. We will discuss coaching models that are utilized in your current school situation and have an opportunity to network with other coaches. Free technology resources for coaching will be shared.

HEATHER BROWN, TRAINING & CONSULTING STAFF

COLONIAL INTERMEDIATE UNIT 20

SESSION 2 (10:00 - 11:20 a.m.)

The Ins and Outs of Math Coaching

Want to find out what an Instructional Math Coach does - and doesn't do? This session will give strategies and ideas for being a coach and working with one.

SANDI HATHAWAY, INSTRUCTIONAL MATH COACH

SPRINGHOUSE MIDDLE SCHOOL, PARKLAND SCHOOL DISTRICT

LUNCH (11:20 a.m. - 12:20 p.m.)

SESSION 3 (12:20 - 1:40 p.m.)

Supporting Teacher Learning in Mathematics

In this session coaches and administrators will experience math by doing, see a sample of standards-based teaching, and get an overview of some questions we should be asking ourselves and our teachers during discussions and observations. Interested teachers are also welcome! This information is based on the Lenses on Learning Series.

ELLEN NAVITSKY, MATH COACH

LOWER MACUNGIE MIDDLE SCHOOL, EAST PENN SCHOOL DISTRICT

STEPHANIE SCHWAB, INSTRUCTIONAL COACH

EMMAUS HIGH SCHOOL, EAST PENN SCHOOL DISTRICT

Registration Information

Participants are eligible to receive **5.5**

Act 48 hours per day

IU 20 is not responsible for awarding Flex hours for attendees. Please reference your district policy on Flex hours for further information.

To view the CIU 20 Cancellation Policy:

http://www.ciu20.org/departments/curriculumservices/resources/Course_Workshop_Cancellation_Procedures.pdf

THREE EASY WAYS TO REGISTER:

REGISTER ONLINE: www.cpetracker.org

FAX this form to: 610-881-1851

MAIL this form to:

Colonial Intermediate Unit 20

attn: Stephanie Garcia

6 Danforth Drive, Easton, PA 18045

1 THIS FORM IS FOR NON-CPETRACKER REGISTRANTS - CPETRACKER USERS MUST REGISTER ONLINE
PLEASE PRINT OR TYPE CLEARLY - ALL INFORMATION MUST BE COMPLETED TO RECEIVE ACT 48 HOURS.

FULL NAME: _____

EMAIL ADDRESS: _____

STREET ADDRESS/CITY/STATE/ZIP CODE: _____

*PROFESSIONAL PERSONAL ID (Required for Act 48 hours to be awarded): _____

*CONTINUING EDUCATION START DATE (Required for Act 48 Hours to be awarded): _____

SCHOOL DISTRICT/BUILDING/GRADE LEVEL: _____

HOME PHONE NUMBER (Including Area Code): _____

SCHOOL PHONE NUMBER (Including Area Code): _____

**To locate information regarding your Professional Personal ID and Continuing Education Start Date, log onto <https://www.perms.ed.state.pa.us/Screens/wfPublicAccess.aspx>*

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REGISTRATION FEES/PACKAGES

Please choose your registration package below:

**members include IU 20 & 21 employees or participating school districts*

Two Day Early Bird Registration Package

Early Bird Registration Deadline (March 31, 2009)

- Members - \$99
- Non-Members - \$129

Two Day Conference Registration Package

Registration Period (April 1 - June 10, 2009)

- Members - \$109
- Non-Members - \$139

One Day Conference Registration Package

Registration Period (April 1 - June 10, 2009)

- Members - \$79
- Day One
- Non-Members - \$99
- Day Two

Please choose your method of payment below:

- check (payable to CIU 20)
- Purchase Order, P.O. # _____
- Please invoice my school district

3

SELECT A STRAND

Please select your top three strands for each day of attendance by marking 1, 2, or 3 in the spaces below:

Day One - June 24, 2009

- _____ Middle School Content
- _____ High School Content
- _____ Elementary School Content
- _____ Algebraic Thinking
- _____ Math with the Brain in Mind
- _____ Diverse Learners

Day Two - June 25, 2009

- _____ Middle School Content
- _____ High School Content
- _____ Elementary School Content
- _____ Algebraic Thinking
- _____ Coaches
- _____ Diverse Learners



Conference Planning Committee

Amaal Awadalla

Assistant Director of

Curriculum for Math/Science

Colonial Intermediate Unit 20

Cathy Enders

Staff Development Facilitator

Carbon Lehigh Intermediate Unit

21

Stephanie Garcia

Secretary

Colonial Intermediate Unit 20

Stacy Kulics

Training & Consulting Staff

Colonial Intermediate Unit 20

Kelly Pauling

Director of Curriculum

Colonial Intermediate Unit 20

Lindsey Smith

Coordinator of Professional

Development

Colonial Intermediate Unit 20

**Members of the CIU 20
Math Advisory Council**

Presenter Bios

HORATIO SANCHEZ

Horacio Sanchez did his graduate work at Duke University. His diverse education and background has helped him to merge research, science, and practice. He has utilized his training as an educator and clinician toward the education and treatment of children with severe emotional disorders. His approaches are not only based on sound scientific research but have been the foundations of his award winning mental health and educational programs.

COLLEEN KRAMM

Colleen Kramm, Coordinator of Educational Technology, joined the CIU 20 Technology Department in February 2008. After receiving her Bachelor's and Master's degrees from Bloomsburg University, Colleen served as an Instructional Technology Specialist and Computer Science Instructor at DeSales University. Colleen provides support to Classrooms for the Future Coaches as the PDE TIM (Technology Integration Mentor) and MAGPI Fellow.

COREY BERGSTEIN

Corey Bergstein is currently a Reading Coach in the Parkland School District, although she has also served as an Elementary School Teacher and Reading Specialist. Corey received her Bachelor's Degree in Elementary Education from Bloomsburg University and her Master's Degree in Education from Gratz College.

STACY KULICS

Stacy Kulics became a member of the Colonial IU 20 Training & Consulting staff in February 2008. She is a graduate of West Chester University where she majored in Elementary Education. Stacy also has a Master's Degree from Walden University in Curriculum, Instruction and Assessment. She was a Math Specialist with the Nazareth Area School District for four years and also an elementary classroom teacher for three years in New Jersey.

MELISSA PETRILAK

Melissa Petrilak has been in education for 16 years including one year as a paraeducator and 11 years as a fourth grade teacher in the Pleasant Valley School District. She has been a member of the CIU 20 Training and Consulting staff for four years where she focuses on math, differentiated instruction, co-teaching, paraeducators, and progress monitoring.

MICHELE AMENT

Michele Ament is a Mathematics Teacher at Shady Side Academy in Pittsburgh, PA. She received her Bachelor's Degree in Chemistry and Biotechnology from Carnegie Mellon University and her Master's Degree from Carlow University in Educational Leadership. Ms. Ament has served on the Admissions Committee, Independent Study Committee, and Diversity Committee at Shady Side Academy.

Presenter Bios

DR. BILL MCBRIDE

Dr. McBride, National Educational Consultant, has worked in a variety of public school and university settings as both a teacher and consultant. In middle and secondary schools, he has served as a Reading Specialist, and English/Drama teacher, a gifted and talented instructor and curriculum coordinator. On the university level, Dr. McBride has assisted in the training and evaluation of middle and secondary English teachers. For 15 years Dr. McBride worked as an editor and National Consultant with McDougal Littell/Houghton Mifflin Publishing Co., developing both elementary and secondary language arts materials. He has contributed to highly successful programs that reflect the latest research in teaching reading, literature and social studies. An exciting and inspirational keynote speaker, Dr. McBride shares his professional beliefs and teaching strategies across content areas in the United States and abroad. His workshops are filled with practical, hands-on activities that teachers can begin using immediately in their classrooms.

RICK TONY

Rick Tony is a Mathematics Teacher at Shady Side Academy and the Richard K. Mellon Chair in Mathematics. He received his Bachelor's and Master's Degrees in Mathematics from University of Pittsburgh and his Pennsylvania Teaching Certification in Secondary Mathematics from Pennsylvania State University. Mr. Tony is an accomplished author and presenter as well as a member of the Shady Side Academy Admissions, Faculty Advisory, Independent Study and the Judicial Academic Sanctions Review on which he serves as the Chair.

HEATHER BROWN

Heather Brown is in her third year as a member of the Training and Consulting staff for CIU 20. She graduated from Kutztown University where she majored in Elementary Education with a concentration in Mathematics. Currently, she is pursuing her Master's of Education in Curriculum and Instruction at Moravian College. As an educational consultant her areas of initiatives include math, differentiated instruction, assessment anchors, thinking maps, assistive technology, and educational technology. She is also the Classrooms for the Future coach at Stroudsburg High School.

KEN SULLINS

Ken Sullins holds an Adjunct Instructor position at Mansfield University in Mansfield, Pennsylvania and is a part-time mentor with responsibilities in mathematics, science, and technology at Empire State College in Corning, New York. He received his Bachelor's and Master's Degree in Mathematics from Oakland University in Rochester, Michigan. Mr. Sullins has had numerous articles published in the MCTM Journal – Mathematics in Michigan, the NCTM – Mathematics Teacher, and the PCTM Magazine.

MICHELLE D. DAVIS

Michelle Davis, originally from North Carolina, completed her undergraduate studies at The University of North Carolina at Chapel Hill with a B.A. in Psychology. In 2004, Michelle completed alternative licensure and a Masters in Specialized Education Services at The University of North Carolina at Greensboro. Michelle has worked as an elementary special education teacher, collaborating, co-teaching and incorporating technology into daily instruction as much as possible. Michelle has worked as an Exceptional Children's Program Specialist at the district level, training teachers on integration of technology for special education students as well as training teachers working on IEP writing and compliance. Michelle became a training consultant at Colonial IU 20 in December of 2008.

DEBORAH ALLEN WIRTH

Deborah Allen Wirth is presently employed at Kralltown Elementary School where she has served as an Elementary Teacher for approximately 20 years. Ms. Wirth received her Bachelor's Degree in Education: Reading Sequence and a Master's Degree in Educational Administration from Shippensburg University, Pennsylvania. She also received a Master's Degree in Education from Montgomery County Public Schools in Maryland. Ms. Wirth has presented at the BER Kindergarten Conference. Additionally, she has presented "Guided Math" and other topics throughout the country at various national conferences. Deborah, in addition to many other awards, received recognition as Who's Who in American Education 1995, 2004-05, 2007-08 and has written social studies, science, language arts and mathematics curriculum for the Dover Area School District in PA.

Presenter Bios

MICHELLE BONSER

A former math teacher teaching Algebra I, Pre-Algebra and Medical Math, Michelle Bonser is now a School Achievement Coach and Math Integration Specialist at the Monroe Career and Technical Institute. She serves on the CIU 20 Math Advisory Committee and the BCTE Math Council. Michelle received her B.S. in Biology from Juniata College, her Instructional I & II certificates in Mathematics and Biology, her K-12 principals certificate and M.Ed. in Educational Leadership from East Stroudsburg University.

NICOLE COMPOSTO

Nicole Composto is currently a Mathematic Teacher/District Math Coach for the Pleasant Valley School District. Nicole received her degree in Elementary Education with a minor in Deaf Studies/English from Marywood University and her Master's Degree in Educational Leadership from Wilkes University.

STEPHANIE A. SCHWAB

Stephanie Schwab received her B.A. in Mathematics and Education from Bucknell University, her M.Ed. in Development and Strategies from Wilkes University and her M.Ed. in Curriculum and Instruction from Kutztown University. Currently Stephanie is an Instructional Coach at Emmaus High School in the East Penn School District. Stephanie was also a 7th grade Mathematics Teacher at Raub Middle School in the Allentown School District and a PSSA Remediation Teacher at Emmaus High School, East Penn School District.

ELLEN NAVITSKY

Currently, Ellen Navitsky is a Math Coach at Lower Macungie Middle School in the East Penn School District. She received her B.S. from The Pennsylvania State University in Operations Management, her M.B.A. in Business Administration from Lehigh University and her M.Ed. in Curriculum and Development from Kutztown University of Pennsylvania.

SANDI HATHAWAY

After teaching math and Algebra at Springhouse Middle School in Parkland School District for more than 30 years, Sandi Hathaway changed directions and became an Instructional Math Coach. She received both her Bachelors and Masters Degrees from Kutztown State College, and continues to keep herself up to date with many professional development courses. She has presented at several national conventions, mainly on topics dealing with integrating math with other subjects, and most recently at an Algebra Summer Camp.

CATHY ENDERS

Cathy Enders served as a Mathematics teacher in the Allentown School District for over 20 years. Currently, she is a staff development facilitator with Carbon Lehigh Intermediate Unit 21.



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