

Uxbridge Public Schools

Connect Best Practices in Curriculum – Instruction – Assessment To Improve Achievement for Every Student

Monthly Report for April, 2008 Howard D. Boyaj

Numerous Uxbridge School staff participated in varied professional development training programs during the month of April. Following is an overview of these professional development activities:

Gifted and Talented Course

A group of thirteen (13) Uxbridge teachers completed a course “Keeping Gifted and Advanced Children Engaged in Learning,” at Framingham State College during the month of April. Enrollment in this course was part of a Gifted and Talented Planning Grant awarded by the Department of Education. A smaller group of these teachers will work during the summer to develop programs that will address the needs of advanced learners in our schools. The following staff members completed the coursework:

Ruth Bandstra	Lillian Hazard	Christine Martellio
Diana Daugherty	Karin Knapik	Paula Montesi
Susan Dhosi	Terri Larsen	Cynthia Tanner
Lori Fafard	Sharon Manz	Donna Yargeau
Shephali Fox		

Workshop on Best Practices in Gifted Education

An additional group of administrators and teachers attended a day-long workshop, “Gifted Education: The Partnership Among Home, Classroom and School,” on Saturday, April 12 in Marlborough. The following staff participated in this workshop.

Daniel Stefanilo	Paula Montesi	Christine Martellio
Paul Haughey	Stephanie Davis	Shephali Fox
Howard Boyaj		

This workshop program offered a variety of two-hour breakfast sessions:

- Parent Power: How to Make it Work
- Differentiation with Flexible Grouping and Compacting
- Managing the Social-Emotional Needs of Gifted Students
- Fostering Creativity in the Classroom
- Acceleration as a Viable Alternative

First Steps in Mathematics

First Steps in Mathematics is a professional development resource program that trains teachers in grades 1-8 to diagnose, plan, implement, and evaluate their students' learning experiences in Mathematics. The following teachers participated in FirstSteps training at Whitin School on April 14, 15, and 30, 2008:

Grade 1: Lillian Hazard, Patricia Stankevitz, Susan Allaire
Grade 2: Susan DuBois, Christine Keown
Grade 3: Bernadette Bazzett, Lisa Ferrelli
Grade 4: Sharon Bruneau, Linda Benoit
Grade 5: Nadine Clifford, Theresa McCallum
Grade 6: Kimberly Mulderig, Kara Ekstrom
Grade 7: Jennifer Clark, Steven Sweet
Grade 8: Christine Robbins

The Key Three Routine

The Key Three Routine is a program for teaching students in Grades 4 – 12 a combination of reading comprehension, writing, and study strategies. The program uses textbook reading material from all content areas. There are three key foundational skills that compose the core of the model: main idea, note taking, and summarizing skills. All students benefit from instruction in how to apply the activities of The Key Three Routine, but the program is particularly helpful for struggling readers. The following Whitin School teachers participated in Professional Development on April 11th and 18th:

Wayne Borden	Terri Bradshaw	Maureen Scagnelli
Carol Halacy	Jayne LeBrun	Anne Sweeney
Kendra Sheldon	John Raymond	Kara Ekstrom
Deb Mordini		

Response to Intervention Training

Response-to-Intervention is a process which includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. Furthermore, RTI is designed as an early intervention to prevent long-term academic failure. Teacher training in RTI is a required component of NCLB Legislation. The following staff members attended an RTI workshop in Westborough on May 2, 2008:

Paul Haughey
Howard Boyaj
Lori Fafard
Marcie Chichuolo
Joanie Dubeau