



2015 CFE STUDY GROUP CATALOG

Information regarding this Catalog

- Study Groups are listed in two indexes, sorted by applicable Grade Level and by Subject Area.
- The Study Group descriptions follow, and are sorted alphabetically by Study Group title within the following categories:
 - The first 24 Study Groups are open to CPS teachers across the district;
 - The next 3 Study Groups are restricted to teachers from AUSL, Network 4, and Network 10, as noted; and
 - The final 9 Study Groups are restricted to applicants from the schools noted in each description.

Study Group Team Member Application is due Monday, April 27

- The CFE Study Group Team Member Application is now available online **HERE**.
- All applications must be submitted online by 11:59pm on Monday, April 27, 2015.

Have Questions?

- Email CFE@CFEgrants.org or call 312.670.2323.

STUDY GROUPS INDEXED BY GRADE LEVEL

Grade Level	Subject Area	CFE Study Group Title
K-3	LA	Creating Differentiated Literacy Centers for All Learners
K-3	LA	Daily 5 and Guided Reading are Still Alive with Common Core
K-3	LA	Guided Reading: At Your Table and Theirs!
K-3	AMD	Play, Sing, Motivate!
K-4	LA	Whole Brain Teaching for Foundational Literacy Skills
1-4	SC	Next Generation Science in the Elementary Classroom
2-5	LA	Empowering Families through Literacy
2-5	LA	Inquiry Circles in Action: Increasing Student Responsibility and Ownership in the Classroom
2-5	LA	Integrating Technology into Reading and Writing Workshops
3-6	LA	Accountable Independent Reading (AIR) in Whole Group Lessons
3-6	AMD	Adding the (A)rts into STEM Projects
3-6	LA	Make Your Classroom Come Alive with Student Conversation!
3-6	MA	Math Groups: How to Make Small Group Time More Meaningful
3-6	OT	Transforming Your Classroom through Love and Logic
3-6	LA	Using Hess' Cognitive Rigor Matrix to Improve Instruction
3-6	MA	Using Math Centers for Differentiated, Hands-On Math
3-6	MA	Visualizing Problem-Solving in Mathematics: The Model-Drawing (Singapore Math)
3-8	SP	How to Create a Productive Collaborative Environment in Your Co-Taught Classroom
3-8	AMD	Loop-Based Music Composition in the 21st Century Music Classroom
3-8	OT	Reciprocal Teaching and Close Reading: Building Levels of Text Complexity
6-8	AMD	Close Reading a Work of Art: Dance Choreography and Unit Planning
6-8	SP	Igniting the Spark in Yourself and Your Students
6-8	LA	Middle School Motivation
6-8	MA	Using Complex Instruction and Multidimensional Mathematics to Inspire Success
K-3	AUSL Network	Guided Reading 101: Creating Deep Thinkers & Fluent Readers <i>(restricted to AUSL)</i>
K-3	Network 4	Turning a Math Classroom into a Math Community <i>(restricted to Network 4)</i>
PreK-2	Network 10	Integrating Multiple Intelligences in the Classroom: A Hands-On Approach <i>(restricted to Dore ES)</i>
K-3	Coonley ES	Increasing Math Competency through Guided Math <i>(restricted to Coonley ES)</i>
K-3	Disney Magnet ES	Creating the Next Generation of Scientists to Change the World <i>(restricted to Disney Magnet ES)</i>
K-3	Lawndale Com ES	Poetry Slam: Learning Literacy through Poetry <i>(restricted to Lawndale Community ES)</i>
K-3	Mitchell ES	Engaging in the Math Workshop <i>(restricted to Mitchell ES)</i>
K-5	Nettelhorst ES	Using Technology Effectively and Authentically in a One-To-One Environment <i>(restricted to Nettelhorst ES)</i>
1-4	Camras ES	Problem Solving Through Engineering <i>(restricted to Camras ES)</i>
1-5	Haines ES	Primary Six Trait Writing <i>(restricted to Haines ES)</i>
3-6	Gary ES	Building Mathematical Knowledge through Literature <i>(restricted to Gary ES)</i>
3-6	Volta ES	Let's Model Word Problems! <i>(restricted to Volta ES)</i>

STUDY GROUPS INDEXED BY SUBJECT AREA

Subject Area	Grade Level	CFE Study Group Title
Art/Music/Drama	3-6	Adding the (A)rts into STEM Projects
Art/Music/Drama	6-8	Close Reading a Work of Art: Dance Choreography and Unit Planning
Art/Music/Drama	3-8	Loop-Based Music Composition in the 21st Century Music Classroom
Art/Music/Drama	K-3	Play, Sing, Motivate!
Language Arts	3-6	Accountable Independent Reading (AIR) in Whole Group Lessons
Language Arts	K-3	Creating Differentiated Literacy Centers for All Learners
Language Arts	2-5	Empowering Families through Literacy
Language Arts	K-3	Daily 5 and Guided Reading are Still Alive with Common Core
Language Arts	K-3	Guided Reading: At Your Table and Theirs!
Language Arts	2-5	Inquiry Circles in Action: Increasing Student Responsibility and Ownership in the Classroom
Language Arts	2-5	Integrating Technology into Reading and Writing Workshops
Language Arts	3-6	Make Your Classroom Come Alive with Student Conversation!
Language Arts	6-8	Middle School Motivation
Language Arts	3-6	Using Hess' Cognitive Rigor Matrix to Improve Instruction
Language Arts	K-4	Whole Brain Teaching for Foundational Literacy Skills
Math	3-6	Math Groups: How to Make Small Group Time More Meaningful
Math	6-8	Using Complex Instruction and Multidimensional Mathematics to Inspire Success
Math	3-6	Using Math Centers for Differentiated, Hands-On Math
Math	3-6	Visualizing Problem-Solving in Mathematics: The Model-Drawing (Singapore Math)
Science	1-4	Next Generation Science in the Elementary Classroom
Special Education	3-8	How to Create a Productive Collaborative Environment in Your Co-Taught Classroom
Special Education	6-8	Igniting the Spark in Yourself and Your Students
Other	3-8	Reciprocal Teaching and Close Reading: Building Levels of Text Complexity
Other	3-6	Transforming Your Classroom through Love and Logic
AUSL Network	K-3	Guided Reading 101: Creating Deep Thinkers & Fluent Readers <i>(restricted to AUSL)</i>
Network 4	K-3	Turning a Math Classroom into a Math Community <i>(restricted to Network 4)</i>
Network 10	PreK-2	Integrating Multiple Intelligences in the Classroom: A Hands-On Approach <i>(restricted to Dore ES)</i>
Camras ES	1-4	Problem Solving Through Engineering <i>(restricted to Camras ES)</i>
Coonley ES	K-3	Increasing Math Competency through Guided Math <i>(restricted to Coonley ES)</i>
Disney Magnet ES	K-3	Creating the Next Generation of Scientists to Change the World <i>(restricted to Disney Magnet ES)</i>
Gary ES	3-6	Building Mathematical Knowledge through Literature <i>(restricted to Gary ES)</i>
Haines ES	1-5	Primary Six Trait Writing <i>(restricted to Haines ES)</i>
Lawndale Community ES	K-3	Poetry Slam: Learning Literacy through Poetry <i>(restricted to Lawndale Community ES)</i>
Mitchell ES	K-3	Engaging in the Math Workshop <i>(restricted to Mitchell ES)</i>
Nettelhorst ES	K-5	Using Technology Effectively and Authentically in a One-To-One Environment <i>(restricted to Nettelhorst ES)</i>
Volta ES	3-6	Let's Model Word Problems! <i>(restricted to Volta ES)</i>

<p style="text-align: center;">Accountable Independent Reading (AIR) in Whole Group Lessons</p>	<p style="text-align: center;">Adding the (A)rts into STEM Projects</p>
<p>Subject Areas: Language Arts</p> <p>Adaptable for Grade Levels: 3-6</p> <p>Coach: Christina Folkman</p> <p>Description:</p> <p>The Accountable Independent Reading (AIR) strategy can be implemented in a variety of ways, including in both small group and whole group settings. AIR involves creating activities, tasks, and strategies that hold students accountable for any independent reading done during class instruction. These strategies permit the instructor to gain a better understanding of where different students are in regard to mastering a specific skill or particular lesson. The AIR strategy also includes a way for instructors to ensure that their students are engaged in the reading during whole group instruction. This is accomplished through the “control the game” read aloud strategy. During this process, a norm is put into place that any student can be called on to read at any time. All students are therefore held accountable to follow along at all times.</p> <p>Meetings will include opportunities for collaboration between teachers and time to practice the skills learned. Participants will engage in discussions, as well as provide feedback to one another in order to fully grasp the strategies being presented.</p> <p>About the Coach:</p> <p>Christina Folkman is a 6th grade English Language Arts and Social Studies instructor at Galapagos Charter School. She also serves as a mentor instructor and coach to a first-year teacher. Christina holds a Master of Arts in the Teaching of Language in Curriculum and Instruction and is currently working on her dissertation for her Doctorate of Education with a dual enrollment in Educational and Organizational Leadership. Christina has been working in education for more than eight years, six of which have been at the middle school level.</p>	<p>Subject Area: Art/Music/Drama, Math, Science</p> <p>Adaptable for Grade Levels: 3-6</p> <p>Coach: Catherine Tanner</p> <p>Description:</p> <p>This group will provide participants with professional learning activities to help them join the “Makers Movement” through tinkering activities. This teaching approach will enable participants to explore simple circuits using manufactured and teacher-made kits such as LittleBits, SnapCircuits, and Squishy Circuits. Participants will also explore simple robots to design Hexbug Mazes and Scribblebots, use electronic music apps and new technological devices to play and produce music, and explore online publishing to enrich writer’s workshop experiences.</p> <p>Team Members will leave the Study Group equipped to integrate these “STEAM” experiences right into their classrooms in order to benefit their students’ learning. Art class will be transformed with musical drawings, Math class will liven up when students build mazes for their Hexbugs, and Language Arts class will come alive with publishing “real” books available on Amazon! Science and Technology classes can be more engaging when integrated with the arts, too.</p> <p>About the Coach:</p> <p>Catherine Tanner is currently the Arts/Media and Design Specialist at Wildwood IB World Magnet School. Catherine is a 29-year practicing veteran teacher with experience in teaching every age level from PreK to adults. Catherine holds three Master’s degrees, is a DRIVE winner, a renewed National Board Certified Teacher, and a Middle Child Generalist. Catherine has led many CFE Study Groups and has also written and coordinated many grant projects. She has led workshops in literacy, science, and arts instruction, and her instructional focus is to broaden Arts integration across the curriculum.</p>

Close Reading a Work of Art: Dance Choreography and Unit Planning

Subject Area: Art/Music/Drama, Language Arts

Adaptable for Grade Levels: 6-8

Coach: Gina Spears

Description:

The instructional method of this Study Group is close reading, using a work of art as the text. Participants in the Study Group will use dance performances as primary texts. They will set these dance performances in critical and historical contexts through readings in dance criticism and theory. They will engage in discussion of the choreographer and the dance composition. Then they will develop unit plans for specific student grade levels using a dance performance as a primary text.

The unit plan introduces participants' students to dance history by immersing them in the study of a famous dance choreographer. Students will learn about the choreographer through research, reading, videos, and when possible, live performance. Students will participate in a close read of a famous work of art by the choreographer, by studying his/her dance style or technique. Students will create their own choreography in cooperative groups, inspired by the close read. They will receive feedback from their teacher and peers, and have the opportunity to revise each "draft" of their dance before having a final performance for an audience.

About the Coach:

Gina Spears has been teaching dance in Chicago's public schools for over 15 years. She has a Bachelor of Fine Arts in Dance Education and a Master of Education in Educational Leadership. As Magnet Cluster Lead Teacher in her school, Gina specializes in dance integration techniques. She is also on the Fine Arts Advisory Committee for the Illinois State Board of Education. She leads professional development workshops for dance educators every year and is excited to start a Study Group with her colleagues.

Creating Differentiated Literacy Centers for All Learners

Subject Area: Language Arts, Special Education, Student Data

Adaptable for Grade Levels: K-3

Coach: Melissa Hendler

Description:

This group will focus on incorporating literacy centers into primary teachers' current literacy block. Integrative literacy centers can provide a balanced approach to literacy—incorporating spelling, writing, word work, fluency, comprehension, and more, to ensure that emergent readers gain the necessary skills in order to become fluent, comprehensive readers. Teachers will use student data in order to create both appropriate heterogeneous and homogenous groupings so that a variety of learning experiences can take place. Teachers will learn how to effectively implement literacy centers, taking into account student groups, a managed schedule, and student data. The professional text [Time for Literacy Centers: How to Organize and Differentiate Instruction](#), by Gretchen Owocki, will be used to support teachers' direction in setting up and implementing differentiated literacy centers.

A variety of student activities are included in differentiated literacy centers and teachers can tailor these activities to meet the varying needs of their students. The number of activities is endless! Some of these activities include, but are not limited to: listening and sharing stories, book making, book talks, partner reading, literature responses, poetry, sequencing, word puzzles and games, alphabet book writing/reading, word hunts, letter and word study, reader's theater letter writing, publishing, and vocabulary study!

About the Coach:


Melissa Hendler is in her third year teaching 1st grade in Chicago's public schools. Her background is in early childhood education and she will be completing her Master of Science in Special Education in June 2015. She is a two-time Study Group grant winner, both focusing on integrating literacy into the classroom in different ways. She is also a two-time Rochelle Lee Boundless Readers award winner, which allows her to build her classroom library and further explore how to approach literacy in her primary classroom.


<p>Daily 5 and Guided Reading are Still Alive with Common Core</p>	<p>Empowering Families through Literacy</p>
<p>Subject Areas: Language Arts Adaptable for Grade Levels: K-3 Coach: Lisa Arroyo Description: This Study Group will focus on how to implement a successful guided reading lesson while other students are completing independent practices that build upon their fluency, comprehension, writing, and word study skills. The group will learn how to reach the needs of all students during a guided reading lesson. Team Members will practice guided reading lessons, role play, and watch videos of lessons in action. Teachers will learn how to address the core components for a guided reading lesson, and will learn how to use the Daily 5 effectively. Team Members will also learn to prepare students for successful independent reading time. Through modeling and sharing, teachers will guide students to select “good fit books,” write about reading, and coach each other on becoming the best readers they can be. The group will practice words study activities and create them for easy take backs to the classroom. These activities will build upon phonemic awareness and reading skills. About the Coach: Lisa Arroyo has taught 2nd grade for 12 years at Nixon Elementary School. She is the grade level representative, and serves on the Instructional Leadership Team. As a member of the ILT, she has helped the school change many practices and implement Guided Reading and Daily 5. Lisa holds a Master’s degree as a Reading Specialist, and is a past CFE grant recipient and Presenter at the Annual CFE Workshop. She was a Golden Apple Finalist, and has also provided professional development on Guided Reading and Daily 5 practices to colleagues and schools in her area.</p>	<p>Subject Areas: Language Arts, Other - Parental Involvement Adaptable for Grade Levels: 2-5 Coach: Erendira Alcántara Description: This Study Group will focus on engaging families in meaningful literacy opportunities to educate and empower parents and/or guardians in supporting their child’s literacy development. Team Members will collaborate to develop and implement parent workshops that educate families on creating supportive literacy environments at home and activities that will further develop their children’s literacy outside of school hours. In addition, members will explore facilitating book clubs, author celebrations, and literacy nights. Team Members will read and discuss various articles on creating and cultivating family involvement. Team Members will work together to create tools to enhance family involvement, such as surveys and web pages. In addition, members will develop and implement grade-appropriate parent workshops to inform families of reading expectations and provide ideas to support children at home. About the Coach: Erendira Alcántara is a 3rd grade bilingual teacher at Chavez Elementary School. She is a National Board Certified teacher in Literacy Reading-Language Arts, holds a Bachelor’s in Elementary Education and Master’s in Educational Leadership. Erendira has been creating partnerships with families during the last three years by establishing ongoing communication, offering family workshops, and organizing family volunteers. Erendira is a third year CFE Study Group Coach, and she has also won three CFE Study Group Team Member Grants and six CFE Small Grants.</p>

<p style="text-align: center;">Guided Reading: At Your Table and Theirs!</p>	<p style="text-align: center;">How to Create a Productive Collaborative Environment in Your Co-Taught Classroom</p>
<p>Subject Areas: Language Arts</p> <p>Adaptable for Grade Levels: K-3</p> <p>Coach: Tarsia Rhyne</p> <p>Description:</p> <p>In this Study Group, teachers will collaboratively study guided reading lessons and identify next steps for students. Team Members will read the text <u>Next Step Guided Reading in Action: Grades K-2: Model Lessons on Video Featuring Jan Richardson</u> for best practices in guided reading and assistance in planning next steps. Team Members will create literacy center activities based on student levels, as identified during guided reading practice. Members will also look at center activities that they are already doing and decide how they can modify them to meet students’ individual needs. Teachers will begin to see centers as an extension of guided reading and a way to differentiate instruction, rather than general, grade-level appropriate literacy activities that all students need.</p> <p>Each Study Group meeting will focus on a specific student need or “next step”, as identified during guided reading. Team Members will create activities together that are geared toward the identified need. Teachers will receive a description of each activity as well as the materials needed to implement the activity. Team Members should leave this Study Group feeling confident that they are equipped to provide their students with meaningful, differentiated center activities.</p> <p>About the Coach:</p> <p>Tarsia Rhyne is a National Board Certified Teacher as an Early Childhood Generalist. She has a Master’s in Reading Writing and Literacy and a bachelor’s in Elementary Education from UIC. She is a kindergarten teacher and has been teaching for Chicago’s public schools for 14 years. She has worked at South Shore Fine Arts Academy for the last six years, where she is a member of the Instructional Leadership Team. She has led a CFE Study Group in the past and has been a Team Member in several CFE Study Groups.</p>	<p>Subject Area: Other – Inclusion, Special Education</p> <p>Adaptable for Grade Levels: 3-8</p> <p>Coaches: Lisa Caputo Love & Anna Garcia</p> <p>Description:</p> <p>Are there two teachers in your class? Do you struggle to share the workload and collaboratively co-teach? This method has increased general educators’ accountability for students with special needs, yet teacher preparation programs lack training related to special education, and veteran teachers have limited professional development opportunities to help them learn the laws, best practices, and expectations for their classrooms. Meanwhile, special education teachers may not have the content background that the general education teacher has. This Study Group will study effective co-teaching, as well as best practices for inclusion. Through the Coaches’ own studies, the group will engage in discussions about education theory, school law and policy, lesson planning, assessments, classroom environment, and common barriers to good co-teaching practices.</p> <p>Teachers will have opportunities to plan out beginning-of-the-year procedures and routines that will help students see both teachers as equals in the classroom. The group will discuss ways to address student needs while playing to the strengths of the teachers in the classroom, and will use checklists and activities to analyze the implementation of these practices. This will all aim to help navigate difficult conversations regarding differences in style and philosophy in the classroom.</p> <p>About the Coaches:</p> <p>Lisa Caputo Love started her career in teaching as a general education teacher. A few years later, she earned her Master’s degree in Educational Leadership with a focus on teaching English Language Learners to better serve students with disabilities in her classroom. She has also earned her Type 75 - Administrator’s Certificate. Lisa is a National Board Certified teacher and an adjunct professor at Loyola University Chicago.</p> <p>Anna Garcia has her Bachelor’s degree in general education and her Master’s degree in Special Education. Anna started her teaching career as a resource classroom teacher and then moved into the role of an inclusion teacher. She serves on several committees at Hawthorne Elementary School, including the Instructional Leadership Team, Continuous Improvement Work Plan Team, and the Writing Priority Committee.</p>

<p style="text-align: center;">Igniting the Spark in Yourself and Your Students</p>	<p style="text-align: center;">Inquiry Circles in Action: Increasing Student Responsibility and Ownership in the Classroom</p>
<p>Subject Areas: Special Education, Character Education</p> <p>Adaptable for Grade Levels: 6-8</p> <p>Coach: Kat Henry</p> <p>Description:</p> <p>The emotional aspect of teaching children, particularly those with special needs, can be both richly gratifying and at other times, completely draining. This Study Group aims to recharge and inspire special educators who want to refocus their intentions and personal goals in continuing the very daunting task of teaching. The group will begin the course by taking a strengths inventory so that each Team Member can reflect on her own aptitudes that inform her work. The group will then shift attention to the students by creating and administering strength and interest inventories that will allow teachers to better connect with their students as individuals. Each Team Member will then choose one or two students to focus efforts on for the remainder of the Study Group. Using selections from Ken Robinson’s <u>The Element</u> and Mary Cay Ricci’s <u>Mindsets in the Classroom</u> as inspiration, the group will ultimately develop curricula, assessments, and teaching approaches that will serve to make the school experience richer and more relevant to those students.</p> <p>The nature of the group is collaborative, with extensive discussion around reading selections, survey results, student interview feedback, and other anecdotal pieces that Team Members will contribute. There will be an emphasis on self-reflection as the group works to more clearly articulate their values as teachers and set goals for themselves within the Study Group and for the school year ahead. There will also be working session opportunities to design and adapt lesson plans, activities, and units that respond to the new student discoveries.</p> <p>About the Coach:</p> <p>Kat Henry is a seventh-year self-contained middle school Special Education teacher at Pulaski International School. She is a 2014 CFE Fund for Teachers (FFT) Fellow and recently published a documentary on happiness which was filmed during her FFT experience in Denmark. Kat leads the Positive Behavioral Intervention and Supports committee at her school and mentors a student advisory team. She is a member of the LSC and serves on the Professional Personnel Leadership Committee. Kat has won four CFE Small Grants to support project-based learning, served as a Study Group Coach last year, and has twice presented at the CFE Annual Workshop.</p>	<p>Subject Area: Language Arts, Science, Social Studies</p> <p>Adaptable for Grade Levels: 2-5</p> <p>Coach: Renee Gorski-Caine</p> <p>Description:</p> <p>This CFE Study Group will focus on the benefits of well-structured and engaging cross-curricular activities that increase student involvement in the classroom through the use of comprehension, collaboration, and inquiry lesson techniques. Using the mentor text <u>Comprehension and Collaboration: Inquiry Circles in Action</u> by Stephanie Harvey and Harvey Daniels, Team Members will learn how to prepare their students for inquiry circles, research projects, and small group discussion through the use of one of four models.</p> <p>Each meeting will focus on the one of the four models of small group inquiry and the mini-lessons that supports these models. Team Members will read and discuss chapters of the mentor text that will most benefit their classrooms. The chosen techniques will be implemented, and the outcomes discussed and shared with the group’s members. Members will either plan lessons using the models or implement one of the twenty-seven small group inquiry projects provided by the mentor text. The overall purpose of this Study Group is to increase teacher and student knowledge of small group literature and inquiry circles to promote student responsibility for learning in the classroom. <i>Inquiry Circles in Action</i> will cover all of the listening and speaking Common Core Standards.</p> <p>About the Coach:</p> <p>Renee Gorski-Caine is a 12-year veteran teacher of the Chicago Public School system, with all 12 years focusing on 3rd-5th grades. She has served as a member of her schools Instructional Leadership Team for the past four years. She holds a Master of Education in both General Education and as a Learning Behavior Specialist (LBS1). Renee has been using Inquiry Circles in Action for the past two years and has experienced significant student growth and leadership as a result of her inquiry circle techniques. Renee has been a five-time recipient of a CFE Study Group Grant, as either a Team Member or a Coach.</p>

<p style="text-align: center;">Integrating Technology into Reading and Writing Workshops</p>	<p style="text-align: center;">Loop-Based Music Composition in the 21st Century Music Classroom</p>
<p>Subject Areas: Language Arts, Character Education, Technology</p> <p>Adaptable for Grade Levels: 2-5</p> <p>Coach: Karyn Keenan</p> <p>Description:</p> <p>Team Members will research new ways to use technology in reading and writing workshops, and how to integrate technology into their professional lives to more effectively network, document, and share student work. The group will study tools such as KidBlog, Google Drive, 30Hands, and VoiceThread, as well as other tools that Study Group Team Members personally use in their classrooms.</p> <p>Team Members will read articles on best practices in technology integration and discuss strategies for implementation. Participants will help each other in developing tools and strategies to integrate technology into their classrooms, regardless of the number of currently available devices. Collaboratively, the group will research and share ideas for teaching students to use technology responsibly. The group will also connect this responsible use of technology to individual schools' character education programs. Study Group Team Members should leave this group confident in integrating technology in their reading and writing workshops for both students and themselves.</p> <p>About the Coach:</p> <p>Karyn Keenan is a 4th grade teacher at LaSalle Language Academy, where she serves on the Instructional Leadership Team and the Local School Council. She has previously taught 2nd and 3rd grades and has a Master of Education in Curriculum and Instruction with an English Language Learners endorsement. Karyn is a National Board Certified Teacher in Literacy and has integrated technology into her classrooms at all grade levels. She has presented with Boundless Readers, at CPS Google Palooza, and at the Minnesota English Learners Conference on the integration of technology.</p>	<p>Subject Areas: Art/Music/Drama, Technology</p> <p>Adaptable for Grade Levels: 3-8</p> <p>Coach: Jason Fahrenbach</p> <p>Description:</p> <p>Through participation in this Study Group, teachers will learn basic to advanced compositional techniques involved in teaching loop-based music. Each meeting will begin with learning the basic music compositional skills taught in looped-based music such as form, beat making, riffs, chord progressions, and sound effects. Focus will then shift towards learning age-appropriate techniques for teaching this method of music to students at various levels. Team Member feedback on lessons taught to students will serve as a powerful tool to best meet the needs of each school, given the resources available.</p> <p>The majority of the programs and websites this group will use are free, and include but are not limited to: Soundation, Mixcraft, QuaverMusic, FL Studio, Audacity, and Finale. Team Members will collaborate and use lessons to develop a database of student artifacts to fit each lesson. Members will also create formative assessments to gauge students' understanding of each compositional technique taught.</p> <p>About the Coach:</p> <p>Jason Fahrenbach is in his eighth year of teaching and is currently the music technology and chorus teacher at Walt Disney Magnet School. At Disney, Jason has developed a Music Technology program that focuses on using music composition as a catalyst for students to discover the commonalities found across all musical genres. During his time at Disney, Jason has formed many partnerships with various organizations such as the Chicago Symphony Orchestra, Adobe Youth Voices, and the Walt Disney Family Museum. Jason has been recognized for his efforts by being awarded the Chicago Public School "Ones to Watch" award in 2013 for his leadership in technology integration. Recently, Jason has served on the advisory committee for the CPS Arts Plan and also on the Strategic Initiatives Panel for Ingenuity Incorporated. Jason holds his Bachelor of Music Education from the University of Illinois at Urbana-Champaign and his Master in Education Leadership from North Park University.</p>

<p style="text-align: center;">Make Your Classroom Come Alive with Student Conversation!</p>	<div style="text-align: center;">  <p>Math Groups: How to Make Small Group Time More Meaningful</p> </div>
<p>Subject Areas: Language Arts, Other – Content Areas, Other – ESL</p> <p>Adaptable for Grade Levels: 3-6</p> <p>Coach: Barbara Karrel</p> <p>Description:</p> <p>In this Study Group, Team Members will learn how to plan for purposeful talk by identifying targeted language, social, and academic objectives. Team Members will create a classroom environment that stimulates conversation by learning ways to arrange their classroom through systematic student grouping, and by creating conversational routines that build confidence and develop ways to ensure peer collaboration. Teachers will also learn strategies to assess and monitor student growth through the use of several assessment tools.</p> <p>Team Members will be guided in planning, managing, and assessing student conversations. Team Members will participate in discussions around professional readings, as well as Coach-created resources including videos, photographs, and planning templates. Teachers will select strategies to try in their own classrooms, reflecting on their success and challenges, and supporting one another along the way.</p> <p>About the Coach:</p> <p>Barbara Karrel is a 5th grade English as a Second Language, Language Arts, and Social Studies teacher. She has a Master of Education with a specialization in English as a Second Language. She has been teaching with the Chicago Public Schools for seven years, teaching in general education, bilingual, and ESL classrooms. She is currently a member of the Instructional Leadership Team and School Climate Team at Hibbard Elementary School. Barbara has been a study group leader for Boundless Readers and has participated as a member in several CFE Study Groups.</p>	<p>Subject Area: Math, Character Education</p> <p>Adaptable for Grade Levels: 3-6</p> <p>Coach: Joshua Kaufman</p> <p>Description:</p> <p>Many teachers struggle with keeping their students engaged while they are meeting with a guided math small group. This CFE Study Group will concentrate not only on how to pull guided math groups, but also what the rest of the class should be doing while the teacher is meeting with these small groups. Team Members will practice creating math groups based on NWEA bands and those that change according to what is being taught in a particular curriculum. This Study Group will explore chalkboard problems, skill worksheets, MARS tasks, problems of the month, and cooperative games to help address this issue.</p> <p>This Study Group will be extremely collaborative as there is not one correct approach, and all Team Members have powerful ideas to share. Team Members will learn from each other’s successes and challenges throughout the course of this group’s meetings.</p> <p>About the Coach:</p> <p>Joshua Kaufman is an energetic 5th grade Math teacher at Cameron Elementary School and has been teaching in Chicago Public Schools for the past 13 years. He holds a Master’s degree in Early Childhood and has endorsements in Math, Social Science, and Business. He has won five CFE Study Group Team Member Grants, and has worked with the CPS Office of Math and Science to help develop a revised Math Content Framework. Joshua is currently on the Math Professional Development team for Network 5.</p>

<p style="text-align: center;">Middle School Motivation</p>	<div style="text-align: center;">  <p>Next Generation Science in the Elementary Classroom</p> </div>
<p>Subject Areas: Other - Motivation</p> <p>Adaptable for Grade Levels: 6-8</p> <p>Coach: Christina Crawford</p> <p>Description:</p> <p>This Study Group will explore the numerous theories of what motivates middle school students. These theories touch upon intrinsic vs extrinsic motivators, power, prestige, peers, praise, and several other factors that have been proven to motivate students. Team Members will read the works of Richard Lavoie, Larry Ferlazzo, and other prominent authors in the field of motivation. Participants will choose one aspect of student motivation that they will further study.</p> <p>Team Members will then implement this motivation theory in their classrooms and present their findings to the Study Group. Presentations may include, but are not limited to, research, sources used, interest inventories, lesson plans, and a personal reflection focusing on what was successful in class, as well as challenges Team Members faced. All Study Group members will leave with a greater understanding of different theories and strategies focused on middle school motivation, and will be prepared to implement these strategies in their classrooms.</p> <p>About the Coach:</p> <p>Christina Crawford has been a middle school teacher at Hitch Elementary School for 15 years, and prior to Hitch, she taught at a parochial school for 10 years. Christina received her Bachelor’s degree from DePaul University, her Master’s degree in Learning Disabilities from Northeastern Illinois University, and a Reading Specialist Master’s degree from Concordia University. Christina is a recipient of multiple CFE grants, but this is her first time leading a Study Group for CFE.</p>	<p>Subject Area: Science</p> <p>Adaptable for Grade Levels: 1-4</p> <p>Coach: Kerrie Rovito</p> <p>Description:</p> <p>This group will read the newly adopted Next Generation Science Standards, break down their meaning, and find lessons that meet these standards. The group will discuss how the new standards differ from the old National Science Standards, how to read the published standards, and how to tie the Science Standards in with Common Core. Team Members will look at past science units and change the curriculum based on the new standards. Because many concepts shifted grade levels with the standards change, the group will research the background knowledge needed to teach the new lessons.</p> <p>Team Members will work together to find lessons to add into a resource binder for teachers to take back to their classrooms. These lessons can supplement the kits that a Team Member’s school may already have, or they can serve as a framework for lessons if Team Members do not have access to Science kits.</p> <p>About the Coach:</p> <p>Kerrie Rovito teaches 4th-8th grade Science at Hamilton Elementary School. Kerrie has co-taught yearlong science classes in both PreK and 1st grade classrooms, as well as lessons in K-3rd grades. This is Kerrie’s fourth year working in Chicago’s public schools after teaching three years in a 6th grade classroom in Nevada. Kerrie obtained her Bachelor’s in Elementary Education and Master’s in Elementary Science Education from the University of NevadaReno. She has received the Nevada NASA Space Grant, a Honeywell grant to attend Space Academy for teachers, and has attended the "Send My Teacher" Science Academy. Kerrie is in charge of the "Green Team" at Hamilton, which composts school breakfasts and lunches, and is in charge of her school community garden. This year, Kerrie also earned the distinction of National Board Certification in the area of Early Adolescent Science. At her school, Kerrie works with teachers across all grade levels to bring Science into their classrooms by collaborating on lesson planning and finding resources for teachers to use. Kerrie has aligned Hamilton’s school-wide Science program to the Next Generation Science Standards, and has found lessons that will meet the needs of the standards while using the resources the school has already purchased.</p>

<p style="text-align: center;">Play, Sing, Motivate!</p>	<p style="text-align: center;">Reciprocal Teaching and Close Reading: Building Levels of Text Complexity</p>
<p>Subject Area: Art/Music/Drama, Character Education, Language Arts</p> <p>Adaptable for Grade Levels: K-3</p> <p>Coach: Brooke Tippett Thompson</p> <p>Description:</p> <p>This Study Group’s teaching method includes three main components: 1) the study of the brain and how teaching children in accordance with their cognitive development directly impacts academic growth; 2) understanding the importance of social-emotional development to stabilize children, as well as SEL’s relationship to academic achievement; and 3) using specific song/movement games and structured play to construct brain-compatible learning situations which stabilize children and help develop internal motivation. Students who have developed intrinsic motivation are proven to be more engaged in their own deeper, long-lasting learning.</p> <p>Study Group Team Members will actively engage in the singing and playing of song-experience games. Once they have had these experiences, the discussions that follow are richer and more meaningful. The group will also read relevant articles pertaining to the importance of childhood play. The ongoing meetings allow teachers to incorporate the methods and studies they have learned into their classrooms, bringing their experiences back to share with the group. It is very helpful to hear each teacher’s experiences and ideas about how to best implement the songs into her classroom.</p> <p>About the Coach:</p> <p>Brooke Tippett Thompson has been teaching K-8th grade Music at Peirce School since 1998. Brooke is a National Board Certified Teacher and has mentored other music candidates through the process since 2003. She was a 2008 recipient of the prestigious Golden Apple Award for Teaching Excellence. In addition to her teaching duties, Brooke has been a teacher representative on the Local School Council, a member of the Instructional Leadership Team, a coordinator of her school’s After-School All-Stars program, and a grant-writing assistant for teachers pursuing external funding opportunities. She is also responsible for bringing the national Education Through Music (ETM) program to Chicago in 2003. This is will be Brooke's seventh year as a Study Group Coach, sharing the joyful experience of singing and playing with children.</p>	<p>Subject Areas: Other – Financial Literacy, Language Arts, Social Studies</p> <p>Adaptable for Grade Levels: 3-8</p> <p>Coach: Maria Perryman</p> <p>Description:</p> <p>This Study Group will demonstrate how the reciprocal teaching and close reading methodologies build levels of text complexity among all subject areas, with a special emphasis on financial literacy education. Reciprocal teaching, a research-based strategy, is powerfully aligned with the English Language Arts (ELA) Common Core State Standards, while close reading is highly recommended for use in teaching students how to comprehend complex texts. Team Members will gain the expertise necessary to instruct students in analyzing text through close reading, along with providing evidence from the text. Reciprocal Teaching is the collaborative piece for preparing students to analyze text. Group members will combine these methodologies to develop an interdisciplinary unit with an emphasis on financial literacy instruction.</p> <p>Team Members will utilize three professional texts: <u>Text Complexity</u> by Doug Fisher, <u>Falling in Love with Close Reading</u> by Christopher Lehman and Kate Roberts, and <u>Reciprocal Teaching at Work</u> by Lori Oczkus. The Coach will demonstrate the process that she has used in her classroom for the past several years, and then as a group, members will take portions from each book to focus on in order to fully understand the process. This will be done through inquiry, problem-solving, decision-making, and discussions. This will help the group formulate ideas on how to best utilize these methodologies within each Team Member’s school or classroom.</p> <p>About the Coach:</p> <p>Maria Perryman is 6th grade Reading teacher and a member of the Instructional Leadership Team at Armstrong School of International Studies. Maria has recently renewed her National Board Certification as a Middle Childhood Generalist, and is an America Achieves Fellow, a Teacher Champion Fellow, and a professional development associate for Dominican University of California. She holds two Master’s degrees in Curriculum and Instruction, one with an emphasis on Reading and the other in Educational Leadership. Maria has led study groups for Boundless Readers, and has provided professional development to her school and her network, as well as citywide, statewide, and internationally.</p>

<p style="text-align: center;">Transforming Your Classroom through Love and Logic</p>	<p style="text-align: center;">Using Complex Instruction and Multidimensional Mathematics to Inspire Success</p>
<p>Subject Areas: Special Education, Character Education, Other - Classroom Management</p> <p>Adaptable for Grade Levels: 3-6</p> <p>Coach: Lindsey Siemens</p> <p>Description:</p> <p>This CFE Study Group will explore and strategically implement strategies put forth in the anchor text <u>Teaching with Love and Logic</u> by Jim Fay and David Funk. The classroom management and teaching suggestions addressed in this book focus on decisions, choices, problems, and fairness, as well as how to manage a classroom using these foundational principles. These strategies can transform the way a classroom is run and, in doing so, dramatically increase the amount of time students spend thinking, learning, and succeeding.</p> <p>Team Members will read <u>Teaching with Love and Logic</u> one section at a time in order to deeply examine each strategy described by Fay and Funk. Each Study Group session will focus on one strategy, enabling Team Members to come together to discuss questions and ideas proposed by the Study Group Coach, bring their own experiences and ideas to the group, and develop a plan for implementing the strategies within their classrooms.</p> <p>About the Coach:</p> <p>Lindsey Siemens has been teaching for six years and holds certifications in General Education and Special Education with a Learning Behavior Specialist (LBS1). Lindsey has worked as a 4th grade general education teacher, a 5th grade separate class Special Education teacher, and a 4th-8th grade separate class Special Education teacher. She has been a mentor teacher to two teachers in training, helping support their development as future Special Education teachers. Lindsey serves on the Multi-Tiered Systems of Support (MTSS) Team at her school and believes deeply in discovering how every student can succeed in reaching their greatest potential.</p>	<p>Subject Areas: Math</p> <p>Adaptable for Grade Levels: 6-8</p> <p>Coach: Jennifer Peponis</p> <p>Description:</p> <p>This CFE Study Group will concentrate on creating effective heterogeneous math group tasks using complex instruction, as designed by Liz Cohen and Rachel Lotan, in a multidimensional classroom. Group work is an important element in Mathematics instruction because it gives students the opportunity to talk about Math concepts, form conjectures, as well as challenge, prove, and connect ideas. However, when students work in groups, the workload is often unequally distributed, with some students - or just one student - doing more of the work than others. Complex instruction is an approach designed to make group work more equitable in mixed ability classrooms. Team Members will learn the roles of the student group members in complex instruction and how they work, using research from Jo Boaler and other experts.</p> <p>Teaching multidimensional math is about being creative and using various strategies to arrive at a solution. It is less about procedures and more about the many ways to be mathematical. In this collaborative, creative Study Group, Team Members will practice the roles their students perform in complex instruction as they create the tasks that will be effective in the multidimensional classroom. The group will then have the opportunity to see first-hand what works well, and anticipate any problems that may arise.</p> <p>About the Coach:</p> <p>Jennifer Peponis has been the upper grades Mathematics teacher at Gillespie Technology Magnet Cluster School for the past four years. She earned a Bachelor of Science in Biology from Loyola University and her teaching certificate from Northeastern Illinois University. She has endorsements in reading, Social Studies, biological Science, physical Science, general Science, Mathematics, and algebra. She has won a CFE Study Group Team Member Grant and was nominated to be a Coach by her former Study Group leader. Jennifer has also facilitated professional development sessions at Gillespie and at Tech Talk 2013.</p>

<p style="text-align: center;">Using Hess’s Cognitive Rigor Matrix to Improve Instruction</p>	<p style="text-align: center;">Using Math Centers for Differentiated, Hands-On Math</p>
<p>Subject Area: Other – Data-Driven Instruction</p> <p>Adaptable for Grade Levels: 3-6</p> <p>Coach: DeShonda Sisco</p> <p>Description:</p> <p>This CFE Study Group will focus on increasing Team Members’ abilities to identify the type of thinking required to create lessons that are more cognitively demanding for their students. Members will use Hess’s Cognitive Rigor Matrix, a research-based strategy that couples knowledge of two leading theories - Benjamin Bloom’s Taxonomy and Norman Webb’s Depth of Knowledge - to measure whether the student learning activities identified in their curriculum maps and lesson plans reflect a proficient level of work, thus preparing students to demonstrate mastery on performance tasks.</p> <p>Each meeting will allow Team Members to examine professional readings on Hess’s Cognitive Rigor Matrix and Depth of Knowledge. Team Members will utilize a text and guiding videos to prepare them for strategic thinking and reasoning as they reflect and revamp their current curriculum maps and lesson plans. Team Members will also gain practice rating the rigor and relevance of their learning objectives and activities.</p> <p>About the Coach:</p> <p>DeShonda Sisco is currently a 3rd grade teacher at Gillespie Elementary School. DeShonda holds a Master’s in Curriculum & Instruction and a Master’s in Elementary Education. DeShonda has experience working with adult learners as a guest presenter on curriculum and instruction topics during school improvement days, with grade clusters, and for outside organizations. DeShonda is passionate about research regarding curriculum and instruction, trends, developments, and improvements.</p>	<p>Subject Areas: Math</p> <p>Adaptable for Grade Levels: 3-6</p> <p>Coach: Theresa Quitshaw</p> <p>Description:</p> <p>Meet the needs of all learners in your classroom, by focusing on Math centers. Team Members will use the Common Core State Standards to choose topics and skills to create centers around. The group will focus on the different ways of incorporating manipulatives into Math learning centers, and will also explore different ways of organizing centers in the classroom, including procedures for the students.</p> <p>The goal of this group is to have Math centers ready to launch by the start of the 2015-16 school year. Team Members will share different centers that they have created, demonstrating how they have been differentiated to meet the needs of the students in diverse classrooms. This group will be very collaborative, with all members having the chance to share with each other, acquire new knowledge, and ask questions.</p> <p>About the Coach:</p> <p>Theresa Quitshaw is a 6th-8th grade teacher at Gary Elementary School. She teaches gifted reading, writing and Math to her students. She has her Master in Education from DePaul in Language Literacy and Specialized Instruction. She is a six-year veteran of Chicago Public Schools, and has taught 3rd, 4th, 6th, 7th, and 8th grade Special Education, general education, and gifted education. Theresa has won five CFE Study Group Team Member Grants and one CFE Small Grant. This is her first year as a CFE Study Group Coach.</p>



Visualizing Problem Solving Using Model Drawing (Singapore Math)

Subject Area: Math

Adaptable for Grade Levels: 3-6

Coach: Elizabeth Valente

Description:

Problem solving in Mathematics is a source of frustration and anxiety for many. Students often get lost in the language; they can't navigate the meaning of the words and how they relate to the numbers provided. Even when students are able to compute the correct answer, they have a difficult time articulating what they did, how they did it, and why their strategy worked.

Learn to use Model Drawing to help improve student Math skills. Model Drawing is a method of teaching Mathematics problem solving. It provides a scaffold for organizing and identifying the 'knowns' and 'unknowns' of Mathematics word problems, enabling greater student success. This Study Group will: 1) explore the two basic structures of Model Drawing (part-whole and part-part); 2) practice and develop mastery of these structures; 3) examine available materials and resources; 4) look for ways to integrate this approach into the participants' current curricula; and 5) connect Model Drawing to the Common Core Standards. This Study Group will work toward procedural fluency with these structures, focusing on strategies for student and classroom implementation.

About the Coach:

Elizabeth Valente holds a Master of Education in Curriculum and Instruction and a Master of Science in Mathematics Education from DePaul. She has over 20 years of experience teaching 6th graders in all subject areas and is eager to have the opportunity to share the Model-Drawing method. Beth feels this method provides an interesting bridge between Mathematical concepts, computation, and deeper understanding.

This is Elizabeth's fourth CFE Coach Grant. She has won a total of 17 grants from CFE including many Small Grants, and in October was awarded the 2014-15 Debby Jannotta and Shirley Jaffee CFE Teacher of the Year.

Whole Brain Teaching for Foundational Literacy Skills

Subject Areas: Language Arts, Character Education, Social Studies

Adaptable for Grade Levels: K-4

Coach: Kristin Appiah-Word

Description:

This method of instruction encourages teachers to engage their students' entire brain when teaching literacy. Literacy has foundational elements in every grade level that build upon previous skills, and it is important that all students have a solid knowledge of these skills in order to move on to the next level. This group will collaborate to discover the best practices for each teacher's particular group of students and share resources to reach the necessary foundational levels.

Team Members will learn new behavioral strategies, which are the basis for effective instruction. Some of the strategies will include the "score board", which is a way of keeping track of student behaviors and keeping students accountable for their good and bad behaviors. Team Members will also explore the "class teach" concept, in which students learn how to teach each other. With Whole Brain Teaching, students learn multiple techniques for reading, ranging from remembering sight words, to using music to create signals for sight words, to using their sense of touch to learn new words. Team Members will also create instructional videos that will engage their students' entire brains to increase retention.

About the Coach:

Kristin Appiah-Word has been teaching in Chicago's public schools for the past 19 years. She is currently a CFE Action Research Leadership Institute (ARLI) Fellow focusing on experiential learning. Some of her past work includes presenting at the Collaborate Chicago Conference and iPad Academy. Kristin currently teaches 2nd grade and enjoys creating new, engaging learning environments for her students. This year Kristin received the Oppenheimer Award for a unit of study called Equine Explosion. Kristin wholeheartedly believes in the foundation of Whole Brain Teaching and active learning.

NETWORK-BASED STUDY GROUPS

These opportunities are restricted to applicants from the specific networks identified.

AUSL Network	Network 4
Guided Reading 101: Creating Deep Thinkers & Fluent Readers	Turning a Math Classroom into a Math Community
<p>Subject Areas: Language Arts, Special Education</p> <p>Adaptable for Grade Levels: K-3</p> <p>Coaches: Jessica General & Becky Perlman</p> <p>Description:</p> <p>Team Members will be given the resources and tools to create, establish, and maintain guided reading sessions. The group will center meetings on Jan Richardson’s text <u>The Next Step in Guided Reading</u> and Fountas and Pinnell’s text <u>When Readers Struggle</u>. This Study Group will arm educators with the instructional strategies necessary to increase student fluency, self-monitoring, comprehension, and problem solving skills. The groups’ professional learning activities will include assigned readings, discussions, group lesson planning, resource sharing, and analysis of learning artifacts. The structure of the group will be a collaborative effort to increase understanding of guided reading using research-based strategies.</p> <p>About the Coaches:</p> <p>Becky Perlman is a 2nd grade teacher and a co-founder of the Chalmers Anti-Bullying Program at Chalmers Elementary School. Jessica General works alongside Becky as a primary Special Education teacher and After School Coordinator. Becky and Jessica both hold Master of Arts in Education degrees and Learning Behavioral Specialist (LBS1) certifications from National Louis University. Becky and Jessica have collaborated over the past three years as adult learners and educators, and this is their second year as CFE Study Group co-Coaches. Becky and Jessica both presented at the 2014 CFE Annual Workshop and have each won three CFE Study Group Team Member Grants.</p>	<p>Subject Area: Math</p> <p>Adaptable for Grade Levels: K-3</p> <p>Coach: Christine Flynn</p> <p>Description:</p> <p>In this Study Group, Team Members will work together to examine inquiry-based learning as it applies to mathematics in the primary grades so that students will learn to construct number sense, addition, and subtraction knowledge. Members will collaborate on developing inquiry-based learning activities designed to engage students in learning Mathematics through authentic Mathematical experiences and problems. This work will be modeled on and built around the text <u>Young Mathematicians at Work and Contexts for Learning Mathematics</u> by Catherine Fosnot and Marten Dolk.</p> <p>In each meeting, Team Members will build their knowledge of Mathematical content and instruction through professional texts and peer discussion. Participants will work together to design and implement lessons that engage students in hands-on problem solving in a Math workshop model. Members will also build classroom communities that support student risk-taking, sharing, and discussion with one another through student participation in inquiry-based learning and Math workstations. Inquiry-based learning and workshop models that have been more traditionally applied to the literacy development of young children will be applied to the Mathematical development of young children through this Study Group.</p> <p>About the Coach:</p> <p>Christine Flynn is a 1st grade teacher and a member of the Instructional Leadership Team at Von Linne Elementary School. Recently, she has spent time as the primary grade representative for the Chicago Public Schools Network Teacher Leadership Institute for Mathematics and works with the PreK-5th Math collaborative with Erikson Institute. Last year, she participated in a year-long professional development program through the Chicago Children’s Museum on Mathematics and early childhood learning.</p>

NETWORK-BASED STUDY GROUPS

These opportunities are restricted to applicants from the specific networks identified.

Network 10

Integrating Multiple Intelligences in the Classroom: A Hands-On Approach

Subject Areas: Other - Differentiation

Adaptable for Grade Levels: PreK-2

Coaches: Samantha Villa and Robert Bendik

Description:

This group will explore research and provide strategies on incorporating multiple intelligences to differentiate instruction, specifically tailoring it to meet the diverse needs of learners. Through professional readings and activities, the group will evaluate how members' knowledge of students and instruction can be improved to meet their students' individual needs. This Study Group will enable teachers to utilize research-based practices that incorporate multiple intelligences and learning styles.

The group will read and discuss mentor texts such as [Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners](#), incorporating the new concepts into their teaching practices. Meetings will consist of reflective discussions about teaching practices in relation to student learning styles. Members will create purposeful activities and lessons using group expertise and provided resources in order to address students' preferred learning styles.


About the Coaches:

Samantha Villa is a National Board Certified Teacher as an Early Childhood Generalist and currently teaches kindergarten at Dore Elementary. She also holds an English as Second Language Endorsement for K-4th grades. A member of the school's Professional Personnel Leadership Committee, she collaboratively works with colleagues to identify a school-wide writing curriculum.

Robert Bendik is a National Board Certified Teacher as an Exceptional Needs Specialist and currently teaches 2nd grade at Dore. He holds a Master of Science in Teaching Elementary Mathematics, a General Administrative Certification, and a middle-school reading endorsement. As a Teacher Leader for the Midway Network, he co-created and facilitated professional development activities for colleagues throughout the network.

SCHOOL-BASED STUDY GROUPS

These opportunities are restricted to applicants from the specific schools identified.

Camras Elementary School	Coonley Elementary School
 <p style="font-size: 1.2em; font-weight: bold; margin-top: 5px;">Problem Solving through Engineering</p>	<p style="font-size: 1.2em; font-weight: bold; margin-top: 5px;">Increasing Math Competency through Guided Math</p>
<p>Subject Areas: Other – Engineering, Science</p> <p>Adaptable for Grade Levels: 1-4</p> <p>Coach: Angelica Tobias</p> <p>Description:</p> <p>This Study Group will focus on teaching engineering in the elementary classroom. Team Members will explore how engineering is used to develop their students’ problem solving skills. The Engineering Design Process will be used and Team Members will discover how this process is useful for solving problems. Through engineering challenges, students will build their perseverance and creativity while working in teams.</p> <p>Team Members will learn how to teach engineering through exploring professional articles, as well as their own fun, hands-on engineering challenges. The professional texts vary in content but their main focus is on the “how, why, and what” of STEM education. Team Members will read and discuss the designated texts, and will reflect on how each strategy can be applied in their own classrooms. The hands-on engineering challenges will be focused on different teaching concepts, such as building collaboration, iterative testing, and engineering design process. Discussions after each challenge will help Team Members learn how to properly adapt activities to their grade level, content area, or student abilities.</p> <p>About the Coach:</p> <p>Angelica Tobias is a Science and engineering coach at Camras Children’s Engineering School. She has a Master of Education in Elementary Education and a Bachelor of Science in Electrical Engineering. Angelica is a certified instructor for the Project Lead the Way–Gateway program. She is passionate about teaching STEM education, especially engineering, to students starting as young as Pre-K. Angelica has presented twice at the CFE Annual Workshop and has won four CFE Small Grant awards. Angelica is also part of the MSU-Wipro Urban STEM and Leadership Fellowship Program.</p>	<p>Subject Areas: Math</p> <p>Adaptable for Grade Levels: K-3</p> <p>Coach: Abigail Clifford</p> <p>Description:</p> <p>Enhance student Math competency by providing small group instruction to target individual student needs. Members in this collaborative Study Group will learn how to organize, prepare, and implement guided Math. Through the use of a designated mentor text, members will consider how guided Math can fit into their teaching practice, as well as support independence and hands-on learning for their students.</p> <p>During meetings, this Study Group will create and share a variety of Math games and activities that motivate students. Members will also have a chance to learn and share ways to differentiate these activities to meet the myriad needs of their students.</p> <p>About the Coach:</p> <p>Abigail Clifford is a National Board Certified Teacher as an Early Childhood Generalist and the 2012 recipient of the Kohl Educator Award. She has received a Master of Arts in Teacher Leadership from Roosevelt University and is currently working on her English as a Second Language endorsement. Abigail currently works with Nurturing Teacher Leadership to mentor and provide professional development to candidates seeking National Board Certification. She has worked in CPS for 11 years and is currently a 2nd grade teacher at Coonley Elementary School.</p>

SCHOOL-BASED STUDY GROUPS

These opportunities are for teachers from the specific schools identified.

Disney Magnet Elementary School	Gary Elementary School
Creating the Next Generation of Scientists to Change the World	Building Mathematical Knowledge through Literature
<p>Subject Areas: Science, Character Education</p> <p>Adaptable for Grade Levels: K-3</p> <p>Coach: Tom Szymanski</p> <p>Description:</p> <p>This Study Group will investigate the newly launched Next Generation Science Standards as it spirals from kindergarten to 3rd grade. Primary teachers from Disney Magnet School will look for common themes between grades and develop mini-lessons that involve hands-on labs, technology, and inquiry. Team Members will learn how to create succinct half-hour lessons that are matched to the developmental needs of their students. Teachers will then learn how to infuse a component of global awareness where students at each grade level can impact the world beyond the classroom.</p> <p>Each meeting will have a collaborative focus on a specific NGSS standard that is identified by the team. Members will take part in dissecting each standard so that the Science in books can be brought to life for students. Team Members will also learn how to create socially responsible environments in their classrooms, as the theme of global responsibility is part of the fabric of each unit. Lastly, teachers will present their units and lab examples to their fellow members so that each member has a full array of units ready to inspire young scientists.</p> <p>About the Coach:</p> <p>Tom Szymanski is a 1st grade teacher at the Walt Disney Magnet School and has achieved National Board Certification. Tom has been awarded numerous CFE grants, including a Fund for Teachers Fellowship, and is currently a Grosvenor National Geographic Teaching Fellow. Tom holds four Master's degrees: two in Business, one in Special Education, and another in Leadership and Administration. Tom has over 10 years of experience in developing Arts-integrated Science units for multiple grade levels, and is excited to bring teachers together to create multi-disciplined Science units.</p>	<p>Subject Area: Math, Language Arts, Special Education</p> <p>Adaptable for Grade Levels: 3-6</p> <p>Coach: Concepcion Valenzuela</p> <p>Description:</p> <p>This Study Group will focus on integrating literature into Mathematics content. Literature can motivate children by stimulating their imaginations in ways that textbook exercises and worksheets often cannot. This methodology can make a huge impact on student learning since aspects of literacy and Mathematics require development of many of the same processes: classifying, recognizing patterns, analyzing relationships, organizing thoughts, solving problems, and justifying opinions and perspectives.</p> <p>Teachers will research and select children's books to match the concept of their Common Core-aligned Math unit. They will use this literature to spark student interest in learning Mathematical concepts. Teachers will plan and create fun activities that can be utilized with the chosen books to expand on the understanding of the Math unit.</p> <p>About the Coach:</p> <p>Concepcion Valenzuela is currently an 8th grade Math teacher that has worked extensively with teachers as a literacy coach and with parents as the No Child Left Behind coordinator at her school. In addition to her present classroom responsibilities, she is a Math teacher leader that provides professional development for her colleagues. She holds a Master of Arts in Teaching in Bilingual Education with certifications in Math and Science.</p>

SCHOOL-BASED STUDY GROUPS

These opportunities are for teachers from the specific schools identified.

Haines Elementary School	Lawndale Community Elementary School
Primary Six Trait Writing	Poetry Slam: Learning Literacy through Poetry
<p>Subject Area: Language Arts</p> <p>Adaptable for Grade Levels: 1-5</p> <p>Coach: Rose Sharon</p> <p>Description:</p> <p>Team Members will focus on the six traits of good writing, as developed by <i>Writing Fix</i> and the Northern Nevada Writing Project. "Six Traits" is intended for students in a general education program (1st-5th grades), students with special needs, and English Language Learners.</p> <p>All students need a systematic method of learning how to write and focus on the traits of idea development, word choice, sentence fluency, voice, organization, and conventions, and this Study Group will incorporate quality literature, activities, and multiple writing experiences to reach the levels needed.</p> <p>About the Coach:</p> <p>Rose Sharon is currently in her 30th year as a Special Education teacher at Haines Elementary School. Rose is a National Board Certified Teacher in Exceptional Needs and holds endorsements in English as a Second Language, middle school Language Arts, Social Studies, and Math. Rose has a Master of Science in Learning Disabilities and a Master of Public Administration. She is currently a Language Behavioral Specialist (LBS1) and has won numerous CFE Coach Grants and Small Grants.</p>	<p>Subject Areas: Language Arts</p> <p>Adaptable for Grade Levels: K-3</p> <p>Coach: Anita Lacy</p> <p>Description:</p> <p>Team Members will learn how to implement poetry into their classrooms through a thematic project which will focus on integrating this strategy using a five-day unit plan. Team Members will introduce one poem each week to their students (or more than one depending on grade level) while working on the following strategies: shared reading, think-pair-share, activating prior knowledge, graphic organizers, and modeling. Team Members will activate prior knowledge to help students to connect the poem to what they already know, and then begin to make new connections to the poem.</p> <p>The Study Group structure will begin as Coach-led. The Coach will share the steps of how poetry can be taught in the classrooms by exploring such text studies as <u>Poetry Slam: Learning Literacy through Poetry</u> and <u>The Poets and the Professor: Poems for Building Reading Skills</u>. The group will first focus on the kindergarten grade level and members will explore videos and literature that model how students learn poetry in this particular grade, reviewing the steps in detail. The group will then transition to more of a collaborative experience, in which each Team Member will work with a partner to teach his particular grade level poetry in the classroom. Each pair will present its findings to the group.</p> <p>About the Coach:</p> <p>Anita Lacy has taught in the Chicago Public School system for eight years, and taught in a Montessori school setting for three years. Anita is the head team member of the Kindergarten Team at Lawndale Community Elementary School. She implements various methods to ensure her students become successful in school, regardless of the deficits they might have or incapacities they may face. She has received many donations through Donors Choose, and has always enjoyed reading and writing poetry. Anita believes poetry is an excellent way to get students more involved in literacy.</p>

SCHOOL-BASED STUDY GROUPS

These opportunities are for teachers from the specific schools identified.

Mitchell Elementary School	Nettelhorst Elementary School
Engaging in the Math Workshop	Using Technology Effectively and Authentically in a One-To-One Environment
<p>Subject Areas: Math</p> <p>Adaptable for Grade Levels: K-3</p> <p>Coach: Katherine Arbuckle</p> <p>Description:</p> <p>This group will bring teachers together to reflect on their work implementing a workshop approach in Math. Teachers will read and analyze literature about the different components of the Math workshop model, and will participate in thorough discussions to build their capacity for developing each workshop component. Participants will align the Math workshop from K-3 to ensure all students are familiar with each component and that consistent language is being used in each classroom. Members will feel confident in their abilities to implement a workshop approach, knowing there is a strong support system in place for new ideas and guidance.</p> <p>This Study Group will analyze how to incorporate the Engage New York Curriculum as part of the Common Core Math Standards into K-3rd grade classrooms. Teachers will strategically plan units of study, and will together secure resources, formative assessments, MARS tasks, and more. The group will help teachers feel confident they are using the new curriculum in a meaningful manner, while also increasing student engagement. Using the Engage New York model, teachers will be able to see how the workshop approach increases student discourse and sets the foundation for all students to see themselves as mathematicians.</p> <p>About the Coach:</p> <p>Katherine has taught for six years and currently teaches 1st grade. She is becoming ESL certified and is a teacher leader for the P-5 Math partnership with CPS schools. She facilitates professional development for Network 5 teachers and is a Math task writer for REACH performance tasks. Katherine has presented about unpacking the Common Core Standards at the International Reading Association (now the ILA) in San Antonio and was also a finalist for the Fishman Prize for Superlative Classroom Practice. Katherine has received a CFE Small Grant, presented at CFE’s Annual Workshop, and received four Oppenheimer Teacher Incentive Grants.</p>	<p>Subject Areas: Language Arts</p> <p>Adaptable for Grade Levels: K-5</p> <p>Coach: Rachel Christlieb</p> <p>Description:</p> <p>The strategy to be explored in the group involves an active literacy classroom, which includes making connections, asking questions, drawing inferences, distinguishing important ideas from less important ideas, synthesizing information, and monitoring understanding. Within this environment, students are inspired and participate avidly as they explore and express these ideas, and collaborate throughout the curriculum. This group will integrate technology throughout this process to engage students, and provide access to resources, experts, or texts that would otherwise be inaccessible. Members will use technology to monitor and assess student thinking and understanding through digital participation. Technology will also be used to meet the needs of diverse learners and build a foundation for digital literacy.</p> <p>Team Members will participate in a text study of <u>Connecting Comprehension & Technology</u>, and will participate in an online discussion. Through Google Groups, members will discuss implementation strategies. In addition, the group will immerse themselves in technology by writing blogs, communicating on social media, and participating in an online learning group.</p> <p>About the Coach:</p> <p>Rachel Christlieb is a 14-year public school veteran and has worked at a variety of schools in a variety of capacities. Rachel has been the grade-level chairperson for the last 10 years, is a member of the Instructional Leadership Team at Nettelhorst, and is currently a teacher representative for her school’s Local School Council. She is involved with Boundless Reader’s as a study group leader, leading a group of teachers in addressing literacy issues. She has also participated in a grant that involved the implementation of iPads in the classroom. Rachel has attended several professional development sessions focused on technology in the classroom.</p>

SCHOOL-BASED STUDY GROUPS

These opportunities are for teachers from the specific schools identified.

Volta Elementary School

Let's Model Word Problems!

Subject Area: Math, Special Education

Adaptable for Grade Levels: 3-6

Coach: Eu Hyun Choi

Description:

Students often struggle with word problems, even if they tend to be very fluent in computation. With Singapore Model Drawing, students will model word problems using unit bars, percentages, or part-to-part boxes. Students will break down the problem, the question, and the facts. They will then model the problem and answer their question in a complete sentence.

This Study Group will focus on different word problems: part-to-whole, part-to-part, percentage, ratio, and algebra problems, with opportunity for discussion amongst the group members. It is the goal of this Study Group for teachers to see *themselves* as better mathematicians while solving the problems. With these "ah-ha" moments, Team Members will better be able to transfer their knowledge to their students.

About the Coach:

Eu Hyun Choi is a National Board Certified teacher in Early Adolescence Mathematics, with a Master of Education in Educational Leadership. Eu has participated in the Chicago Public Schools math professional community as a teacher facilitator and partner teacher for more than four years. She believes in lifelong learning and is committed to learning from her Math Professional Learning Community and Instructional Leadership Team. Eu has implemented Singapore Model Drawing in her math classroom for the past year, and has experienced enhanced student competences in word problem solving skills as a result.