

REGISTRATION FORM

Name _____

Address _____

Phone _____

Email _____

School/Organization _____

Grade(s) _____

- Special Educator Inclusion Teacher
 General Educator Other _____

PDPs are available.

Please indicate the workshops you wish to attend:

- Workshop I: October 4, 2008
 Workshop II: October 25, 2008
 Workshop III: November 15, 2008
 Workshop IV: December 6, 2008
 Workshop V: February 28, 2008
 Workshop VI: March 21, 2008

\$40 per workshop. Registration fee is non-refundable.

Payment Method

Check: Please make checks payable to Lesley University.
Purchase Order: Original must be attached.

P.O. Number _____

Credit Card

I authorize Lesley University to charge my credit card.

- American Express Discover
 MasterCard Visa

Card Number _____

Expiration Date _____

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Return this registration form and payment to:

Susan Kando
Center for Special Education
Lesley University
29 Everett Street
Cambridge, MA 02138

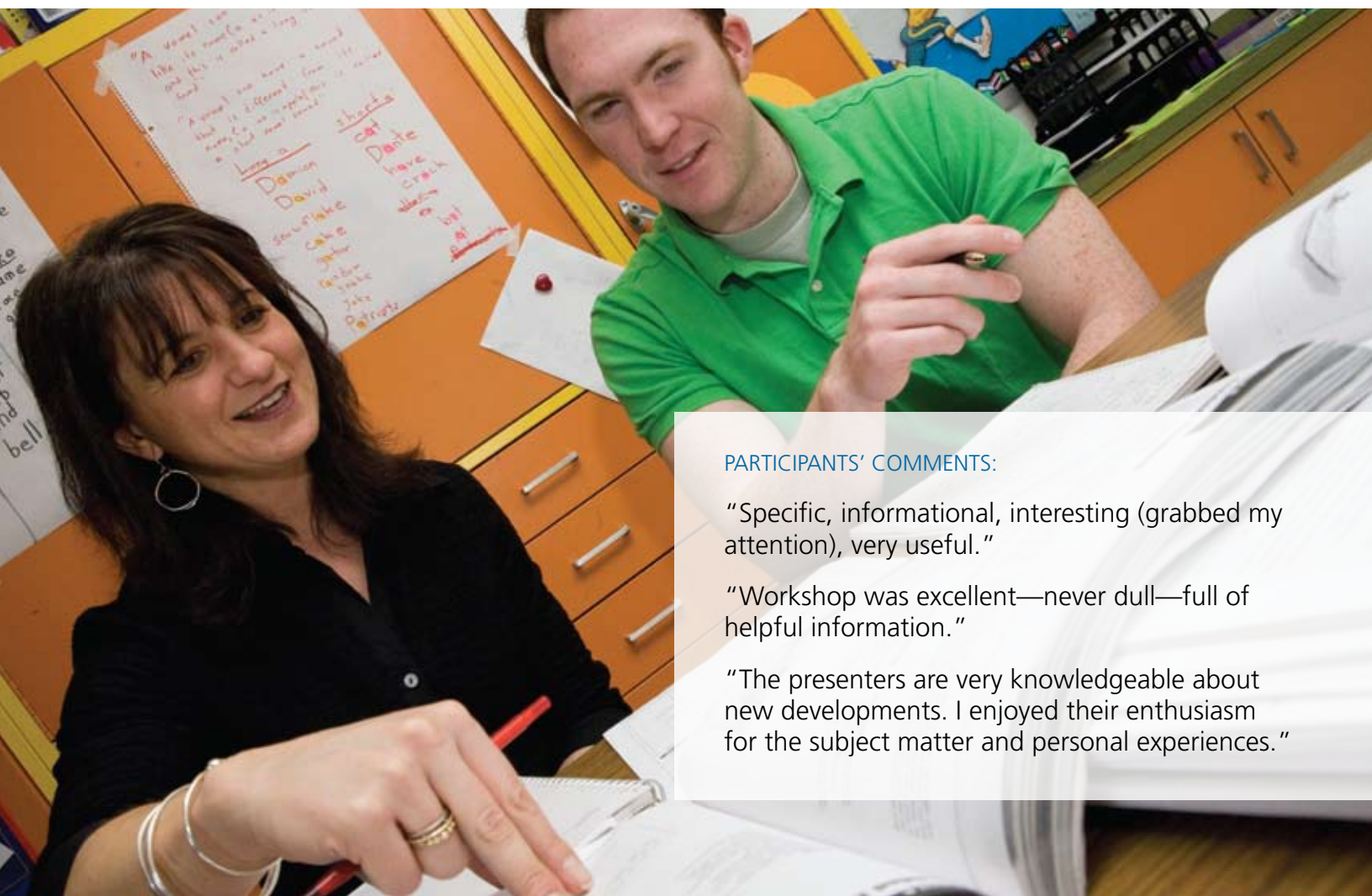
You will be sent a confirmation card upon receipt of your registration and payment.

Please check www.lesley.edu for University closing announcements.

Should the University close due to inclement weather, the workshop will be rescheduled.

For more information contact:

Susan Kando | 617.349.8260 | spedcenter@lesley.edu



PARTICIPANTS' COMMENTS:

"Specific, informational, interesting (grabbed my attention), very useful."

"Workshop was excellent—never dull—full of helpful information."

"The presenters are very knowledgeable about new developments. I enjoyed their enthusiasm for the subject matter and personal experiences."

Parking/Directions
Parking is available on Main Campus only, at a charge of \$5.00 per day. Parking passes may be obtained from Security on Main Campus.

Location
University Hall
1815 Mass. Ave.
Cambridge, MA 02140
Take the MBTA Red Line to Porter Square.

www.lesley.edu/info/workshops

Center for Special Education
29 Everett Street
Cambridge, MA 02138-2790



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Center for Special Education

Saturday Workshop Series | 2008–2009

Workshops are open to the public and designed to improve the teaching and learning of individuals with disabilities.

www.lesley.edu/info/workshops



School of Education Professional Development and Resources

Workshop I

Assessment for English Language Learners

Saturday, October 4, 2008

Speaker: Maria de Lourdes B. Serpa, Ed.D.

Location: University Hall, Room 3-094

Workshop participants will consider an array of skills and competencies needed for the assessment of reading and spelling abilities of students at various levels of English-language proficiency. They will have opportunities to compare major assessment approaches and to evaluate sample assessment instruments.

Participants will gain hands-on practice with an assortment of tools that assess reading and spelling content, as well as an opportunity to try out a digital tool that facilitates data collection for measuring response to intervention.

Maria de Lourdes B. Serpa, Ed.D., is an educator with more than three decades of teaching experience in bilingual/English Language Learning and special education. She teaches in the School of Education at Lesley University, where she specializes in the assessment of K–12 learners. Dr. Serpa is the director of the Language Minority Assessment Project and is the recipient of numerous teaching awards.

Workshop II

Response to Intervention for English Language Learners

Saturday, October 25, 2008

Speaker: Maria de Lourdes B. Serpa, Ed.D.

and Cristina Roof, M.Ed.

Location: University Hall, Room 3-094

Participants will engage in a discussion and practice of research-based intervention strategies appropriate for teaching reading and spelling content to English-language learners at various levels of English-language proficiency. This workshop will offer a brief overview of assessment skills and tools

(discussed in the previous workshop) to emphasize the direct connection between assessment and instruction for maximizing learning. Practitioners will enhance their understanding of progress monitoring within the context of a Response to Intervention approach.

Maria de Lourdes B. Serpa, Ed.D. (Please see bio from October 4 workshop.)

Cristina Roof, M.Ed., has been an inclusive elementary teacher with Belmont Public Schools for the past nine years. She received her Master's degree through the Lesley-Brookline Collaborative Partnership and had additional training in Portuguese early literacy, reading, ELL, curriculum development, and technology. Ms. Roof has provided professional development on special education and differentiated instruction.

Workshop III

What K–12 Teachers Need to Know about Universal Design for Learning

Saturday, November 15, 2008

Speaker: Bart Pisha, Ed.D.

Location: University Hall, Room 3-089

Universal Design for Learning (UDL) is an approach to designing course instruction, materials, and content to meet the needs of a variety of learners. UDL provides equal access to learning, without adaptation or retrofitting; it is a powerful tool for teachers and schools serious about educating all learners.

In this workshop, participants will become familiar with UDL principles, experience lessons designed according to these principles, and learn about an array of resources to support the implementation of UDL in their educational practice. Opportunities for networking will be emphasized as well.

Bart Pisha, Ed.D., is an Associate Professor of Education at Lesley University and an Adjunct Lecturer at Harvard. He has conducted quantitative research, investigated instructional methods to meet the needs of diverse learners, and written extensively on UDL. The International Dyslexia Association has honored him for his life-long professional commitment and contributions to the education of all students.

Workshop IV

Going Digital—Leveraging Technology to Implement Universal Design for Learning

Saturday, December 6, 2008

Speaker: Sue Cusack, M.Ed.

Location: University Hall, Room 3-089

Universal Design for Learning (UDL) offers a unique opportunity to move beyond including students with disabilities towards establishing a learning environment that promotes the meaningful inclusion of all learners. Strategic use of new technologies facilitates this transformation. Workshop participants will explore

online resources, as well as engage in hands-on use of low and high tech tools and freeware. These tools, together with technology integration strategies, will provide practitioners with new understanding and confidence to engage in the practice of UDL in their classrooms.

Sue Cusack, M.Ed., is an Instructor of Education at Lesley University and Project Director for the Educational Technology Leadership Institute. She is currently working on a large-scale professional development model within the Boston Public Schools that will support the systemic integration of UDL practices with a particular emphasis on meeting the needs of culturally and linguistically diverse students.

Workshop V

Executive Functions and Self-Regulatory Processes

Saturday, February 28, 2009

Speaker: Anthony Bashir, Ph.D.

Location: University Hall, Room 3-089

Recent evidence suggests that language disorders alone are insufficient for explaining oral and written language production difficulties. The influences of executive functions and self-regulatory processes on language production are multiple and must be accounted for in instruction and intervention. This

presentation will provide a description of executive functions and self-regulatory processes as well as address the reciprocal influences of these on the intervention process for students with oral and written language problems.

Anthony Bashir, Ph.D., is Disability Services Coordinator and Director of Academic Support Services at Emerson College and Adjunct at the Lynch School of Education at Boston College. His research interests focus on the natural history of language disorders as well as written language development and disorders. In addition, Dr. Bashir has worked on the development of an instructional approach to teaching expository writing.

Workshop VI

Building Better Brains for Reading

Saturday, March 21, 2009

Speaker: Steve Wilkins, M.Ed.

Location: University Hall, Room 3-089

Recent advances in brain research reveal an enormous amount about how to teach children with language learning disabilities. This session will focus on the science of reading, how the brain reads, and retraining the brain to promote successful language development. The profound revelations in reading research

and neuroscience are that (a) teaching decoding is essential as stage one of reading instruction, and (b) once children are accurate decoders, we need to significantly increase their skill set in achieving fluency, word flexibility, word meanings, and comprehension.

Steve Wilkins, M.Ed., is the head of The Carroll School in Lincoln. Carroll is an elementary and middle school dedicated to the education of bright children with language learning difficulties, such as dyslexia. Mr. Wilkins earned his Master's in Education at Harvard University, studied neuroscience at Johns Hopkins University, and teaches graduate courses at Lesley University.

Workshop Schedule

8:30 am–9:00 am	Coffee and check-in
9:00 am	Workshop begins
12:00 pm–1:00 pm	Lunch (on your own)
3:00 pm	Workshop ends

Save the Date

Meeting the Needs of Children with Autism

Tuesday, October 21, 2008

Speakers: Julia K. Landau, Esq., Amy Gordon, PreK–2 ASD teacher

Location: University Hall Amphitheatre

4:30 pm–6:30 pm

Join us to learn about the legal requirements pertaining to the unique learning needs of children with autism spectrum disorder (ASD).

This event is free and open to the public.

C108_SPE_BR002



Lesley University | Register online: www.lesley.edu/info/workshops | or call: 617.349.8260

