

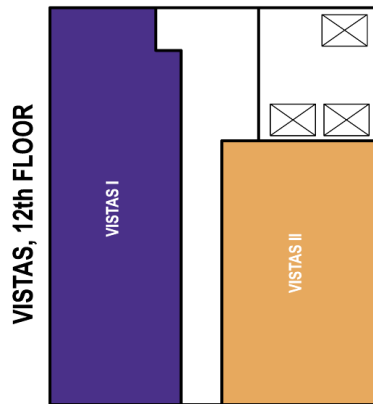
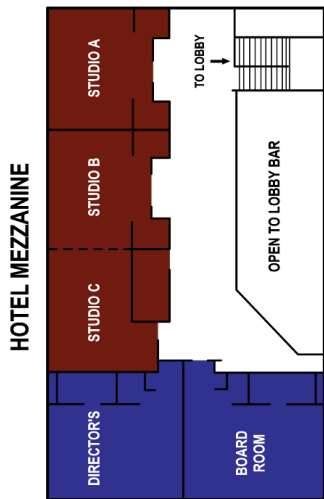
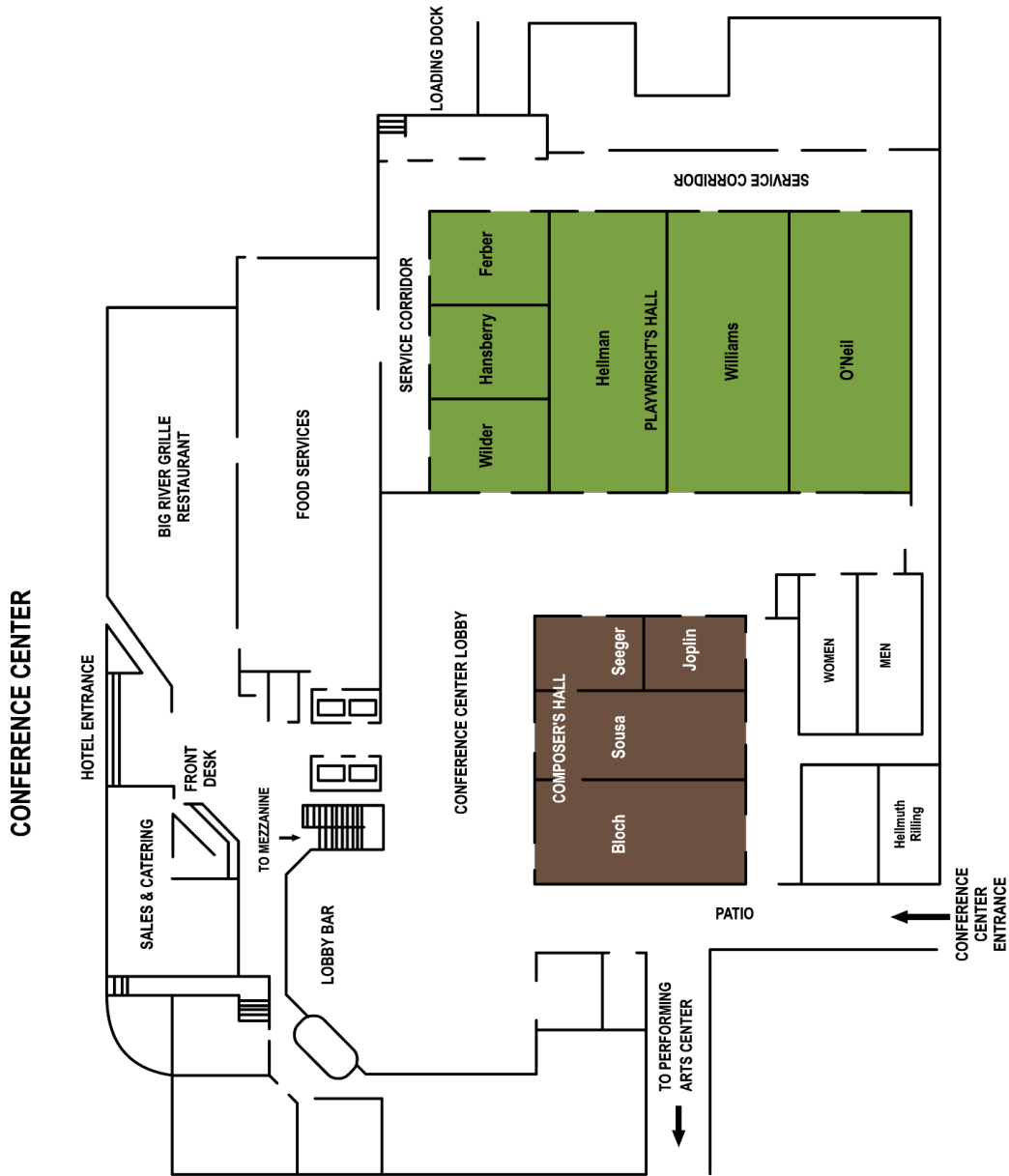
**STRONG BEGINNINGS
SMOOTH TRANSITIONS
CONTINUOUS LEARNING**

Full-Day
KINDERGARTEN
Implementation and Planning
Conference

**FEBRUARY 26-27, 2015
EUGENE, OREGON**



LEADERSHIP, LICENSURE & DEGREE PROGRAMS



BREAKOUT SESSIONS AT-A-GLANCE

	10:15 to 11:45	1:00 to 2:00	2:15 to 3:15
Bloch Room	Strong Foundations: Essential Components of a Full Day Kindergarten Program (Jessica Swindle, Lawrence Gillespie, Carolyn Knisely, Megan Jones, Stephanie Dahlman)	Closing the “30 Million Word Gap” Through Full-Day Kindergarten (Kate Kranzush, Heather Wolford)	Closing the “30 Million Word Gap” Through Full-Day Kindergarten (Kate Kranzush, Heather Wolford)
Hellman Room	Early Childhood Positive Behavior Support (Nancy Anderson, Tim Andrews, Brooke Chilton Timmons)	Children as Scientists: Studying Light as a Reggio-Inspired Big Idea (Will Parnell, Sheryl Reinisch)	Children as Scientists: Studying Light as a Reggio-Inspired Big Idea (Will Parnell, Sheryl Reinisch)
O’Neil Room	Growth Mindset and Social and Emotional Learning (SEL): Critical Link Between the Early Years and Early Grades (Kendra Coates, Jenny White, Kate Tibbitts)	Bring on the CCSS Revolution: A Snapshot Inside a Research-Based Full-Day Kindergarten Class (Gene Casqueiro)	Bring on the CCSS Revolution: A Snapshot Inside a Research-Based Full-Day Kindergarten Class (Gene Casqueiro)
Sousa Room	Nurturing Young Mathematicians (Julie Wagner)	Panel of School Principals Share Stories and Strategies (Dan Gaffney, Ericka Guynes, Irene Novichihin, Todd Robson, Jan Zarate)	Panel of School Principals Share Stories and Strategies (Dan Gaffney, Ericka Guynes, Irene Novichihin, Todd Robson, Jan Zarate)
Wilder Room	Preparing Children for Kindergarten: The Kids In Transition to School (KITS) Program (Katherine Pears, Sheila Minney, Dave Hulbert, Shari Furtwangler)	Engaging Busy Bodies and Brains with Music (Mari Schay)	Considerations for Implementing Full-Day Kindergarten (Alia Woofle, Vickie Koblasa, Cynthia Casteel)
Williams Room	Family Engagement and School Collaboration: A Model to Maximize Student Attendance (PreK through 5) (Kenan Ginsberg, Chris McHome, Andreina Velasco)	Designing and Teaching Story Problems to Build Solid Conceptual Understanding and Strong Mathematical Practices in Kindergarten Students (Mary Marshall, Shawna Bradley, Kaaron Lyons)	Designing and Teaching Story Problems to Build Solid Conceptual Understanding and Strong Mathematical Practices in Kindergarten Students (Mary Marshall, Shawna Bradley, Kaaron Lyons)

BREAKOUT SESSION MATERIALS

Speaker materials from the conference may be accessed on the COSA website at:

<http://www.cosa.k12.or.us/events/full-day-kindergarten-implementation-and-planning-conference>

FEATURED SPEAKER



John Slagle, Senior National Consultant, Literacy

John Mark Slagle currently serves as Senior National Consultant for Literacy at McGraw-Hill Education. John's daily work involves developing partnerships with school districts across the nation focused on providing curriculum resources and facilitating professional development opportunities. John connects effectively with students, teachers, literacy leaders, and administrators. A primary area of John's recent work has centered on operationalizing the ELA Common Core State Standards. His passion is focused on increasing student/teacher engagement through effective instruction.

John's partnerships have included long term, research-based initiatives with districts throughout the nation. He has taught all grade levels K-12. He has served as a Student Advocate, Staff Developer, and Administrator. John participated in the Comer School Redevelopment Project at Yale University, holds his Masters in Teaching and Learning from Point Loma Nazarene University, and is the co-author, with Angela Maiers, of *The Parent Teacher Partnership: Making the Most of the Middle Years*, a best-selling title from Rigby Best Teacher's Press.

LUNCHEON SPEAKER



Nancy Golden, Chief Education Officer, Oregon Education Investment Board

Nancy serves as the Board's Chief Education Officer in the creation, implementation and management of an integrated and aligned public education system from birth to college and career. She has formerly served as the superintendent for Springfield Public Schools in Springfield, Oregon from 2003-2013. In 2011, she served as Educational Advisor to the Governor and was selected as Oregon's Superintendent of the Year.

MASTER OF CEREMONIES



Jeremiah Patterson, Principal, Middleton Elementary, Sherwood SD, and OESPA President

Oregon Elementary School Principals Association (OESPA) serves those administrators who are actively engaged in the administration or supervision of elementary and middle school students. Principals, vice principals of elementary and middle schools as well as other administrative personnel in the elementary and middle schools are eligible to become OESPA members. For information about membership please contact Betsy Brawner at betsy@cosa.k12.or.us.



FOLLOW US ON TWITTER: #COSA2015KIND

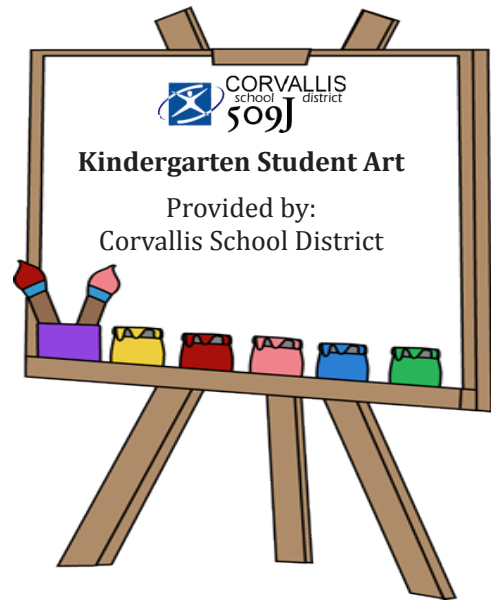
CONFERENCE AGENDA

Thursday, February 26, 2015

- 7:30 to 8:30 Registration and Continental Breakfast
- 8:30 to 10:00..... GENERAL SESSION
- 10:00 to 10:15 Break
- 10:15 to 11:45 BREAKOUT SESSIONS: ROUND I
- 11:45 to 1:00..... Luncheon with Nancy Golden
- 1:00 to 2:00 BREAKOUT SESSIONS: ROUND II
- 2:00 to 2:15 Break
- 2:15 to 3:15 BREAKOUT SESSIONS: ROUND III
- 3:15 Adjourn

Friday, February 27, 2015

- 8:30 to 11:30..... Full-Day Kindergarten Workshop



CONFERENCE PROGRAM

- 7:30 to 8:30 Registration and Continental Breakfast..... Playwright’s Hall
- 8:30 to 10:00..... **GENERAL SESSION** Playwright’s Hall

Welcome: Colin Cameron, Deputy Director, Confederation of Oregon School Administrators

Master of Ceremonies: Jeremiah Patterson, Principal, Middleton Elementary School, and President, Oregon Elementary School Principals Association (OESPA)

Kindergarten Students from Two Rivers-Dos Rios Elementary School

Dana Mahoney, Music Teacher; Cheryl Dixon and Brooke Quinones, Kindergarten Teachers; Shari Furtwangler, Principal

Musical Moment: Mari Schay, Elementary Music Teacher, Author, Heritage Music Press (pg. 16)

Making the Literacy Difference at Six: Six Innovative Talk-Based Techniques and Technologies

Keynote: John Slagle, Senior National Consultant, Literacy

One noted early literacy expert states: “Reading and writing float on a sea of talk.”

John Slagle’s extensive work across the nation with emergent and early readers and writers, and their teachers, has validated this thought.

We think, listen, and speak before we read or write.

In the rush toward meeting the standards, leaders and teachers who work effectively with young literacy learners must take steps (and time) to ensure that instruction includes rich, engaging, and purposeful opportunities to think, listen, and speak. Young learners are empowered through talk about a wide range of content-driven topics prior to, and even during, reading and writing.

During the enjoyable and entertaining keynote session, John will share six strategies that intrigue, engage, and equip learners to read and write with power.

- 10:00 to 10:15 Break

10:15 to 11:45**BREAKOUT SESSIONS: ROUND I**

Strong Foundations: Essential Components of a Full-Day K Program..... Bloch Room

Speakers: Jessica Swindle, Literacy Specialist and Title 1 Coordinator, Metzger Elementary
 Carolyn Knisely, Kindergarten Teacher, Tigard-Tualatin SD
 Megan Jones, Kindergarten Teacher, Tigard-Tualatin SD
 Stephanie Dahlman, Kindergarten Teacher, Metzger Elementary School

Join us to learn about the essential components that will ensure a strong start for every kindergarten student. We will outline every component from the pillars of a strong RTI system, including screening, core instruction, and research-based interventions, to parent engagement and summer “Jump Start” programming. A team from Metzger Elementary in TTSD will highlight how these programs have been successful at a high- poverty elementary school with most students entering kindergarten with little to no pre-literacy skills.

Early Childhood Positive Behavior SupportHellman Room

Speakers: Nancy Anderson, Assistant Director of Student Services, David Douglas SD
 Tim Andrews, Early Childhood PBS Specialist, Multnomah Early Childhood Program
 Brooke Chilton Timmons, Early Learning Coordinator, SUN Service System

Ten years ago, leaders from our early childhood care and education programs began a conversation leading to implementation of ECPBIS across our environments. Since everyone has limited resources, a collaborative approach to funding, resources, and training was key to success. We are implementing an evidence-based model with coaching, in and across sites, to bring our model to fidelity.

Growth Mindset and Social and Emotional Learning (SEL): Critical Link Between the Early Years and Early Grades O’Neil Room

Speakers: Kendra Coates, Regional PreK-3 Coordinator, High Desert ESD
 Jenny White, SEL Teacher, Pine Ridge Elementary, Bend-La Pine SD
 Kate Tibbitts, Kindergarten Teacher, Jewell Elementary, Bend-La Pine SD

Fortynine states have free-standing social and emotional learning (SEL) standards for pre-kindergarten while only three states have free-standing SEL standards for K-12. Non-cognitive competencies including mindset and social and emotional learning serve as a critical link to building a seamless P-20 continuum. Please join us as we explore the importance of integrating the two school readiness domains of approaches to learning and social and emotional development across the PreK-3rd continuum through growth mindset teaching and learning and social and emotional learning (SEL).

Nurturing Young MathematiciansSousa Room

Speaker: Julie Wagner, Assessment Specialist, WA Office of Superintendent of Public Instruction

This session will provide an overview of the research on the importance of early math to school success. During the session, participants will build an understanding of fundamental early numeracy concepts that will promote mathematical thinking and enthusiasm through play and classroom activities. Resources available to participants will be reviewed.

Preparing Children for Kindergarten: The Kids In Transition to School (KITS) Program.....Wilder Room

Speakers: Katherine Pears, Senior Scientist, Oregon Social Learning Center
 Sheila Minney, Principal, Maple Elementary School, Springfield SD
 Dave Hulbert, Principal, Riverbend Elementary School, Springfield SD
 Shari Furtwangler, Principal, Two Rivers-Dos Rios Elementary, Springfield SD

This workshop will focus on essential skills for school readiness and will present an intervention designed to prepare children at risk for both academic and social

difficulties for entry into school: The Kids in Transition to School (KITS) Program. This program has been in place in several districts in Lane County for the past five years. The co-developer of the program will present the basic objectives and the techniques used in the programs. Principals from schools that have hosted this program will reflect on their experiences with KITS.

Family Engagement and School Collaboration: A Model to Maximize Student Attendance (PreK through 5) Williams Room

Speakers: Kenan Ginsberg, Attendance Specialist, David Douglas SD
Chris McHone, Counselor, Earl Boyles Elementary School
Andreina Velasco, Early Works Site Liaison, Earl Boyles, Children’s Institute

Earl Boyles PreK and elementary school program is a model for family engagement, partnership and collaboration in the school’s effort to support student attendance. In this presentation, we will discuss: 1) school level systems, actions and interventions; 2) partnership with the Children’s Institute to bridge PreK to the elementary school; and 3) engagement tactics and techniques employed with students and families who are struggling to achieve and sustain healthy attendance rates.

11:45 to 1:00.....**Luncheon** Playwright’s Hall

Welcome: Karen Twain, Director of Literacy Development, Oregon Department of Education
Speaker: Nancy Golden, Chief Education Officer, Oregon Education Investment Board

Dr. Golden will share the 2015-17 strategic investment recommendations for the Pathways to Kindergarten and 3rd Grade Reading Investment and will outline the critical role full-day kindergarten will play in ensuring each Oregon student is reading at grade level by third grade.

1:00 to 2:00**BREAKOUT SESSIONS: ROUND II**

Closing the “30 Million Word Gap” Through Full-Day K..... Bloch Room

Speakers: Kate Kranzush, Full Day Title Kindergarten Teacher, Bend La Pine SD
Heather Wolford, Assistant Principal

This session will explore high-leverage literacy and language strategies used to address and close the “30 million word gap” that exists between the average entering student and their low-SES and ELL classmates. From a teaching standpoint, we will discuss methods of integrating tier 2/3 vocabulary into everyday learning as well as increasing student output through structured talk. From an administrative point of view, we will look at how our site creates interventions using RTI and data analysis. Short bursts of work time will be embedded so participants can leave the session ready to implement new tools at their own sites.

Children as Scientists: Studying Light as a Reggio-Inspired Big IdeaHellman Room

Speakers: Will Parnell, Associate Professor, Portland State University and Helen Gordon Center
Sheryl Reinisch, Professor and Dean, Concordia University

How do we use big ideas to inform children’s learning? Through the study of light we share ways to implement big ideas as inspiration for classroom learning. Engaging visible learning light studies stories (documentation), participants will have hands-on experiences, opportunities to reconsider their own classroom strategies, and reflect on constructivist principles and practices.

Bring on the CCSS Revolution: A Snapshot Inside a Research-Based Full-Day Kindergarten Class O’Neil Room

Speaker: Gene Casqueiro, ECE Teacher, Trainer and Consultant, Kindergarten Teacher, Portland Public Schools (Retired 2014)

This fast-paced session will demonstrate techniques on how to successfully deliver a CCSS Research-Based full-day kindergarten program. This session will take you

on a dynamic exploration of some of the key shifts when implementing a full-day kindergarten program. Attendees will deepen their understanding of direct and deliberate teaching strategies and walk away with ideas on: Full-Day Philosophy, Family Transitions, Classroom Environment, Sample of a Full-Day Schedule and Lesson Plan, Positive Behavioral Intervention and Support (PBIS) and more. This session will leave you inspired to implement CCSS and a Full-Day kindergarten program.

Panel of School Principals Share Stories and StrategiesSousa Room

Facilitator: Dan Gaffney, Clatsop Kinder Ready (P-3 Alignment) Coordinator

Speakers: Ericka Guynes, Earl Boyles Elementary School, David Douglas SD
 Irene Novichihin, Heritage Elementary School, Woodburn SD
 Todd Robson, Templeton Elementary School, Tigard Tualatin SD
 Jan Zarate, Superintendent and Principal, Yoncalla Elementary School, Yoncalla SD

The panel will share about leadership roles in supporting and preparing for Full-day Kindergarten learning programs in schools. Attendees will hear a brief program overview from each district and about district specific practices found to be successful in providing early learning environments for children. There will be an opportunity for questions.

Engaging Busy Bodies and Brains with MusicWilder Room

Speaker: Mari Schay, Elementary Music Teacher and Author, Heritage Music Press

Why do kindergarteners need music instruction? What are the essential music skills for our youngest students? What is the difference between music in the classroom and a music class? Routines and repetition create a familiar framework while songs, steady beat activities, movement, instrument exploration, and music-themed books provide the variety to hold students’ attention class after class. As students develop their singing voice and establish a steady beat, they are also developing cognitive, motor, and social skills directly correlated to reading fluency, executive function, focus, and communication.

Designing and Teaching Story Problems to Build Solid Conceptual Understanding and Strong Mathematical Practices in Kindergarten Students.....Williams Room

Speaker: Mary Marshall, Math Specialist, Yoncalla SD
 Shawna Bradley, Title I Reading Specialist, Yoncalla Elementary School
 Kaaron Lyons, Teacher, Yoncalla Elementary School

This workshop focuses on teaching mathematical concepts through stories to help kindergarten students link their informal knowledge about numbers to the formal mathematics they are learning in the classroom. Cognitive Guided Instruction provides both the theory and the structure for story problem types. The Common Core State Standards in Math Practices are emphasized as objectives in lesson planning. Attendees will learn how to design and teach a wide range of problems to engage students in standards-based problem solving practices, support children’s quantitative reasoning and analysis, and help young children develop the ability to talk about their mathematical thinking.

2:00 to 2:15Break

2:15 to 3:15**BREAKOUT SESSIONS: ROUND III**

Closing the “30 Million Word Gap” Through Full-Day K..... Bloch Room

Speakers: Kate Kranzush, Full-Day Title Kindergarten Teacher, Bend-La Pine SD
 Heather Wolford, Assistant Principal, Pine Ridge Elementary

This session will explore high-leverage literacy and language strategies used to address and close the “30 million word gap” that exists between the average entering student and their low-SES and ELL classmates. From a teaching standpoint, we will

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Irene Novichihin, Principal, Heritage Elementary School, Woodburn SD
Todd Robson, Principal, Templeton Elementary School, Tigard Tualatin SD
Jan Zarate, Superintendent and Principal, Yoncalla Elementary School, Yoncalla SD

The panel will share about leadership roles in supporting and preparing for full-day kindergarten learning programs in schools. Attendees will hear a brief program overview from each district and about district specific practices found to be successful in providing early learning environments for children. There will be an opportunity for questions.

Considerations for Implementing Full-Day KindergartenWilder Room

Speakers: Alia Woolfe, Kindergarten Teacher, David Douglas SD
Vickie Koblasa, Kindergarten Teacher, Earl Boyles Elementary School
Cynthia Casteel, Kindergarten Teacher, Earl Boyles Elementary, David Douglas SD

The presentation will give basic information on David Douglas School District's full-day kindergarten program. The presentation will include District information as well as schedules and teacher perspectives.

Designing and Teaching Story Problems to Build Solid Conceptual Understanding and Strong Mathematical Practices in Kindergarten StudentsWilliams Room

Speaker: Mary Marshall, Math Specialist, Yoncalla SD
Shawna Bradley, Title I Reading Specialist, Yoncalla Elementary School
Kaaron Lyons, Teacher, Yoncalla Elementary School

This workshop focuses on teaching mathematical concepts through stories to help kindergarten students link their informal knowledge about numbers to the formal

mathematics they are learning in the classroom. Cognitive Guided Instruction provides both the theory and the structure for story problem types. The Common Core State Standards in Math Practices are emphasized as objectives in lesson planning. Attendees will learn how to design and teach a wide range of problems to engage students in standards-based problem solving practices, support children’s quantitative reasoning and analysis, and help young children develop the ability to talk about their mathematical thinking.

3:15Adjourn



Consultation with Oregon Department of Education

(2:15 to 2:45 & 2:45 to 3:15)

Do you have questions related to full-day kindergarten that you would like to ask an Oregon Department of Education staff member?

If you are interested in meeting with one of the ODE representatives, sign-up is available at the registration area. There are only six consultation appointments available.

- Studio A.....**Planning Strategies** - Karen Twain, Director of Literacy Development, ODE
- Studio B.....**Early Learning Resources and Grants** - Brett Walker, P-3 Alignment Specialist, ODE
- Studio C.....**Kindergarten Assessment** - Kara Williams, PreK-3rd Grade Coordinator, ODE
Liz French, Kindergarten Assessment Specialist, ODE

FRIDAY, FEBRUARY 27, 2015

7:30 to 8:30Continental Breakfast

8:30 to 11:30.....**Full-Day Kindergarten Workshop**Composer’s Hall

Welcome: Colin Cameron, Deputy Director, Confederation of Oregon School Administrators

Presenter: John Slagle, Senior National Consultant, Literacy

This activity-based workshop is for teachers and those who support kindergarten teachers and kindergarten students.

This half-day session includes guiding questions from the presenter to assist teams with planning to improve their full day kindergarten programs and/or with implementation planning. There will be some instruction, interactive group activity time and planning time.

Please keep your name tag and wear it both days.

No check-in is required for Friday. Please sit with your team.

SPECIAL THANKS TO THE CONFERENCE PLANNING COMMITTEE

- Dana Arntson.....Director Elementary Programs, Bend-La Pine SD
- Colin Cameron.....Deputy Director, COSA
- Suzanne Dalton.....Coordinator of Professional Development, COSA
- Dan Gaffney.....P-3 Coordinator, Clatsop County
- Ericka Guynes.....Principal, Earl Boyles Elementary School
- Nancy Hauth..... Program Manager, Portland SD
- Holly Lekas.....Director of Professional Learning, COSA
- Suzie Price.....Director of Elementary Education, Springfield SD
- Ginger Redlinger..... Principal, Oregon Trail Academy
- Karen Twain.....Director of Literacy Development, Oregon Department of Education
- Brett Walker..... Oregon Department of Education
- Kara Williams.....Early Childhood, Oregon Department of Education
- Jan Zarate..... Superintendent, Yoncalla SD

OESPA EXECUTIVE COMMITTEE

- Jeremiah Patterson (President)..... Principal, Middleton Elementary, Sherwood SD
- Ericka Guynes (President-Elect)..... Principal, Earl Boyles Elementary, David Douglas SD
- Rynda Gregory (Past-President).....Student Services Coordinator, Corvallis SD
- Ginger Redlinger.....Principal, Oregon Trail Academy, Oregon Trail SD
- Shari Furtwangler.....Principal, Two Rivers-Dos Rios Elementary, Springfield SD
- Betty Palmer.....Principal, South Baker Elementary, Baker SD
- Kim Vogel..... Principal, Cascade Locks School, Hood River County SD
- Joe Frazier..... Principal, Jacksonville Elementary, Medford SD
- Tina Acker (COSA Past-President) (National Representative)..... Principal, Vernon Elementary, Portland SD
- Geoff Wetherell.....Principal, Coquille Valley School, Coquille SD

2015 COSA PROFESSIONAL LEARNING EVENTS

MARCH 2015

- 5-6..... Spring Breakthrough Coach Wilsonville
- 6 Visible Learning for Administrators: Moving Beyond the Basics of Evaluation Wildhorse Convention Center, Pendleton
- 10..... CCSS Spring Regional Training..... Holiday Inn, Wilsonville
- 12-13..... State English Learners Alliance Conference Hilton, Eugene

APRIL 2015

- 10..... Northwest Proficiency Conference Embassy Suites Airport, Portland
- 16-17..... Anthony Muhammad “All Means All” Marylhurst University
- 24..... OACOA Seminar Series Hilton, Eugene

JUNE 2015

- 17..... 41st Annual COSA Pre-Conference Convention Center, Seaside
- 18-19..... 41st Annual COSA Conference..... Convention Center, Seaside

AUGUST 2015

- 5-7..... Oregon Summer Assessment Institute Hilton, Eugene
- 19..... Oregon Statewide Starting Strong Conference Hilton, Eugene

SEPTEMBER 2015

- 30-2 Fall Conference for Special Education Administrators Hilton, Eugene

OCTOBER 2015

- 20-21..... Fall Breakthrough Coach Wilsonville
- 25-27..... Annual Principals Conference The Riverhouse, Bend

NATIONAL CONFERENCES

- ASCD March 21-23, 2015 Houston, Texas
- NAESP June 30-July 2, 2015..... Long Beach, California



PSU Graduate credit for COSA events!

Attend the **2015 Kindergarten Summit on February 26th, 2015 in Eugene Oregon**, to earn one graduate credit through the Continuing Education at Portland State University's Graduate School of Education.

To earn the one credit:

- Attend the full conference and complete **one written assignment**, to earn one graduate credit through the Curriculum and Instruction Department through the Graduate School of Ed (CI 810) or ELP 506 through the Education Leadership and Policy program.

Tuition: \$80 per credit

1 credit

Registration

Look for the PSU booth at the conference. A representative will be available to assist with credit registration.

Requirements

Assignment instructions will be available at the PSU booth. All papers must be submitted by **Monday March 16, 2015**.

Grades, receipts, and transcripts

The course above will be graded **Winter term 2015**. Grades will be available on the PSU website on **Wednesday March 25, 2015**. For instructions on accessing your grade, obtaining a receipt, or getting transcripts, visit pdx.edu/ceed/cooperative-credit-program-information-for-students

For more information

To request a copy of the assignment instructions or to get information about partnering with PSU to offer credit for your school or district's professional development activities, contact Julie Wolleck at jwolleck@pdx.edu.

Continuing Education

Julie Wolleck
Program Manager, Cooperative Credit
jwolleck@pdx.edu | 503-725-8234



CONFERENCE EXHIBITORS



Education



Brian Goodman California Casualty..... bgoodman@calcas.com
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Erin Elfving McGraw-Hill School Education Group..... erin.elfving@mheducation.com
Julie Wolleck..... Portland State University..... jwolleck@pdx.edu
Rick Sauer Virco, Inc. ricksauer@virco.com

Make plans to attend:

Oregon Statewide Starting Strong Conference Wednesday, August 19, 2015 • Hilton, Eugene



- Registration available early May.
- Request for Proposals (RFPs) for conference presentations will be posted by Friday, May 1, 2015.

THANK YOU TO ALL OF OUR PRESENTERS

CONTACT INFORMATION

(listed alphabetically)

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 Katherine Pears, Senior Scientist, Oregon Social Learning Center..... katherinpe@oslc.org
 Sheryl Reinisch, Professor and Dean, Concordia University sreinisch@cu-portland.edu
 Todd Robson, Templeton Elementary School, Tigard Tualatin SD trobson@ttsd.k12.or.us
 Mari Schay, Elementary Music Teacher and Author, Heritage Music Press mari.k.schay@gmail.com
 John Slagle, National Curriculum Specialist, Literacy john.slagle@mheducation.com
 Jessica Swindle, Literacy Specialist and Title 1 Coordinator, Metzger Elementary..... jswindle@ttsd.k12.or.us
 Kate Tibbitts, Kindergarten Teacher, Jewell Elementary, Bend-La Pine SD kate.tibbitts@bend.k12.or.us
 Andreina Velasco, Early Works Site Liaison, Earl Boyles, Children’s Institute andreina@childinst.org
 Julie Wagner, Assessment Specialist, WA Office of Superintendent of Public Instruction..... julie.wagner@k12.wa.us
 Jenny White, SEL Teacher, Pine Ridge Elementary, Bend-La Pine SD..... jenny.white@bend.k12.or.us
 Heather Wolford, Assistant Principal, Pine Ridge Elementary heather.wolford@bend.k12.or.us
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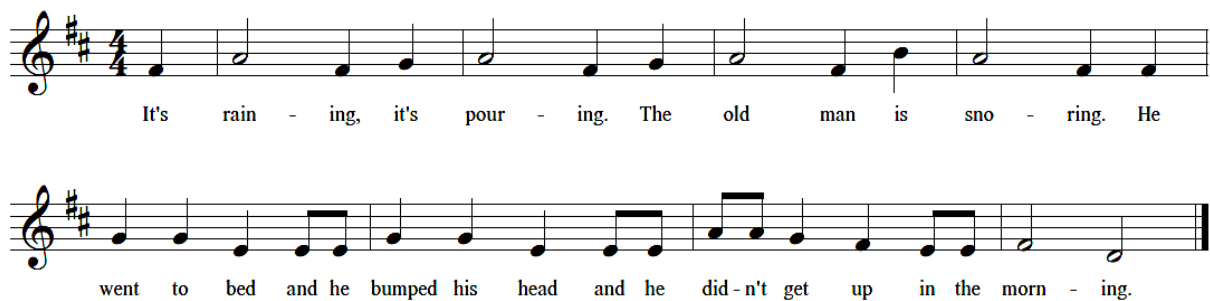
MUSICAL MOMENT

Mari Schay
Earl Boyles Elementary
David Douglas School District

Need a five-minute brain and body break? You can add some rain sticks and thunder tubes for extra fun, but all you really need is your body and your voice.

1. Sing *It's Raining*

It's Raining



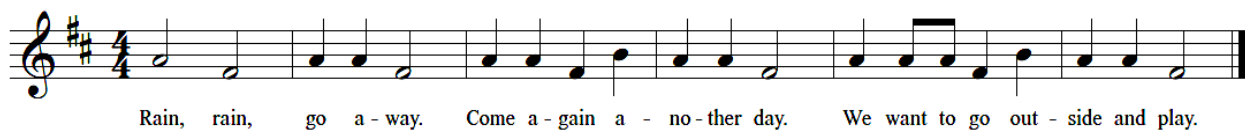
It's rain - ing, it's pour - ing. The old man is sno - ring. He
went to bed and he bumped his head and he did - n't get up in the morn - ing.

2. Start Body Percussion Rainstorm:

- Light whistling (breathe in through the nose and out through the mouth*)
- Slide hands together
- Snap fingers+
- Pat legs
- Stomp feet

3. Sing *Rain, Rain, Go Away* while stomping feet – add score

Rain, Rain, Go Away



Rain, rain, go a - way. Come a - gain a - no - ther day. We want to go out - side and play.



Reading proficiently by third grade is one of the single greatest predictors of lifelong success. However, fewer than 7 out of 10 read at grade level at that critical milestone.

What our state can do:

1) Continue improving early learning programs while creating a great early learning handoff to reduce achievement gaps early. Build strong partnerships between families, community-based providers, and schools to fully support students in their transition from early learning to the K-12 system.

2) Implement full-day kindergarten programs that are robust, joyful, and focus on literacy.

3) Partner with community-based organizations to provide summer and after-school programs for students who are starting further behind or struggling to learn to read, with a particular focus on students of color and students in poverty.

4) Consistently implement robust and highly effective literacy programs across each district and across the state. An effective literacy plan will include the following three things:

- 1) Excellent teaching strategies that are culturally and linguistically relevant
- 2) Aligned curriculum within grades and throughout grades
- 3) Evidenced-based interventions for struggling students

Addressing Learning Gaps Early

- 85% of poor readers receiving intervention before 3rd grade can increase reading skills to average levels.
- 75% of those receiving intervention after age nine will struggle with reading throughout their lives.

In the 2013-14 School Year:

Over 14,000 Oregon students - or 34% - were not reading at grade level in 3rd grade, including:

- 7,000 students of color
- 10,800 students who are living in poverty

“If our state truly wants to improve graduation rates we have to start early with a solid focus on literacy. This is one of the best investments in student learning we can make and the payoff for our students and our state is huge. I encourage all parents – whatever language you speak at home – to take time to read with your child daily.”

- Rob Saxton, Deputy Superintendent of Public Instruction

A Focus on Early Reading is a Wise Investment

When we improve our 3rd grade reading rates we will:

- Reduce the need for remediation down the line – saving valuable resources.
- Reduce special education identification by up to 2% through the use of proven programs such as Response to Intervention. This will result in over 11,000 fewer students in special education and will free up over \$76 million in education dollars which can be reinvested elsewhere.
- Improve our graduation rates, which will positively impact our state’s economy. If 100% of students graduate each year, about 8,500 additional students would earn a high school diploma. The lifetime gains in wages from those students is about \$2.64 billion or about \$65.94 million annually.

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- (5) Doctorate in Education Leadership



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Contact TRINA HMURA at the COSA office:
trina@cosa.k12.or.us 503.480.7214
 Review the COSA website:
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for having participated in the 2015 Full-Day Kindergarten Implementation and Planning Conference.
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- 2.0 Instructional Improvement
- 3.0 Effective Management
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