

# PARAMUS SUMMER LITERACY INSTITUTE

July 13-15, 2021, 12:00pm - 3:30pm EST on Zoom







# WE'VE MISSED YOU!

**C**ommunities can be summed up as groups of people who believe in something and act on it. We in Paramus believe that kids learn best when they have a voice in their learning, and if their teachers and school leaders are learners, too! That's why we've decided that the theme of our first-ever virtual institute will be community. Now, more than ever, children and the adults who love them must zoom in on learning together, and we are so happy to help you do uncover just how to do that.

**T**he next few pages explain our structure. You can mix and match your learning to meet your needs with us this year. Whether you take some mini-courses that meet each day, or just drop in on conversations and workshops, we're sure you'll find what you need in your learning life right now.

**F**or 10 years, we've committed ourselves to bringing you a little bit closer to your students, and to one another. Looking back (with a little bit of "2020" vision), we're excited to tell you that not even a pandemic can stop us from partnering with you to do just that!

We hope you can join us.



# VIRTUAL INSTITUTE

12:00	OPENING KEYNOTE		
12:45	MINI-COURSE SESSION 1 12:45-1:25	DROP-IN CONVERSATIONS	TEACHER LEADER WORKSHOPS
1:30	MINI-COURSE SESSION 2 1:30-2:10	DROP-IN CONVERSATIONS	TEACHER LEADER WORKSHOPS
2:15	MINI-COURSE SESSION 1 2:15-2:55	DROP-IN CONVERSATIONS	TEACHER LEADER WORKSHOPS
3:00	CLOSING KEYNOTE		
3:30			

DAY-BY-DAY SCHEDULE  
AVAILABLE LATER THIS SPRING!



## CHOOSE YOUR OWN ED-VENTURE!

**KEYNOTE ADDRESSES** will be held each day—one opening and one closing—for all institute attendees. Join us at 12:00pm EST for keynotes with Ellen Oliver Keene, Cornelius Minor, and Donalyn Miller and closing keynotes with Dr. Towanda Harris and Shawna Longo from 3:00 to 3:30. All institute participants will be invited to join these inspiring sessions.

**MINI-COURSES** are three-day offerings on a very specific topic. *You must pre-register* for each section if you are interested in joining it. Sessions are 40 minutes in length for three consecutive days. A description of these mini-courses can be found on Page 8.

**DROP-IN CONVERSATIONS** are 40-minute interactive sessions during which facilitators will lead a discussion on a wide array of topics. Feel free to add to the conversation with your own ideas or questions. *You do not need to pre-register* for these sections, which will meet one time each during the institute. A description of some of these conversations can be found on Page 11.

**TEACHER LEADER WORKSHOPS** are led by teachers, coaches, and principals who are doing innovative things in their schools. These sessions are 20 minutes in length and will offer a snapshot of some great practices. You can apply to teach one of these sessions. If your workshop is accepted, you can attend the entire institute for FREE! All information can be found on Page 15.

**REGISTRATION INFORMATION CAN BE FOUND ON PAGE 21.**



# KEYNOTE SPEAKERS

**TUESDAY, JULY 13 - 12:00PM EST**

**ELLIN OLIVER KEENE** is a senior advisor at Heinemann, where she oversees the Heinemann Fellows program and serves as the editor of the Professional Development Catalog-Journal. She is the author of many books, most notably *Engaging Children: Igniting a Drive for Deeper Learning* (Heinemann 2018) and *Mosaic of Thought: the Power of Comprehension Strategy Instruction* (Heinemann 1997, 2007). She is also the co-editor of the *Not This, But That* series (Heinemann 2013-2015) and *The Teacher You Want to Be: Essays about Children, Learning, and Teaching* (Heinemann 2015).



**TUESDAY, JULY 13 - 3:00PM EST**

**DR. TOWANDA HARRIS** is an instructional leadership coordinator in an urban school district in Atlanta, Georgia and the author of *The Right Tools: A Guide to Selecting, Evaluating, and Implementing Classroom Resources and Practices* (Heinemann 2019). She is a former elementary school teacher, literacy coach, K-12 staff developer, and curriculum writer.

**WEDNESDAY, JULY 14 - 12:00PM EST**

**CORNELIUS MINOR** is a Brooklyn-based educator who is the founder of *The Minor Collective*, a community-based movement designed to foster sustainable change in school, with his wife Cassandra Minor. He is the author of *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* (Heinemann 2018). Cornelius has partnered with the Teachers College Reading and Writing Project, the New York City Department of Education, the International Literacy Association, and Lesley University's Center for Reading Recovery and Literacy Collaborative. He presents at conferences internationally, was featured in *Out of Print*, and was recently featured on *The Today Show*.





**WEDNESDAY, JULY 14 - 3:00PM EST**

**SHAWNA LONGO** is a music technology teacher in the Hopatcong Borough Public Schools and Vice-President of the Morris Plains Board of Education. She consults with CreativeEDUconsulting and is the 2019 recipient of the Mike Kovins TI:ME Teacher of the Year Award, a national award given for outstanding work in the teaching of music technology.

Shawna has done extensive work on how the arts are used to support students with their social-emotional learning.

**THURSDAY, JULY 15 - 12:00PM EST**

**DONALYN MILLER** is an award-winning teacher, author and staff developer who has taught Grades 4-6 in Fort Worth, Texas. She is the author of many books on reading education, most notably *The Book Whisperer: Awakening the Inner Reader in Every Child* (Jossey-Bass 2009) and *Reading in the Wild: the Book Whisperer's Keys to Cultivating Lifelong Reading Habits* (Jossey-Bass 2013). Donalyn served as Scholastic Book Fairs' Ambassador of Independent Reading Advocacy from 2014 to 2019, and hosts the *Nerdy Book Club* blog with Colby Sharp. She presents at conferences internationally and has been published in many educational journals.



**BE SURE TO JOIN OUR  
CLOSING CELEBRATION KEYNOTE  
ON THURSDAY, JULY 15TH AT 3PM...  
YOU WON'T WANT TO MISS IT!!**





# MINI-COURSES

Interested in a three-day study of a topic you love? Mini-courses provide that opportunity! If you register for any of these sections, you'll be asked to come for three days in a row.

**These are found in magenta on your schedule.**

**P**

PRIMARY

**UE**

UPPER ELEMENTARY

**MS**

MIDDLE SCHOOL

**HS**

HIGH SCHOOL

**L**

LEADERSHIP

## **SESSION 1 (12:45-1:25)**

### ***Section A: Keeping Together While Socially Distant***

**Kathy Doyle**

In times when the world tells us to stay far apart, our teaching can still help to keep us close together with our students. When we aim to create community, even in the days of this pandemic, by nourishing wonder and curiosity, we can bring our students closer together to one another. Even in masks, even across screens, there is great joy in the work of wonder! Kathy Doyle, whose classroom was a laboratory for best teaching practices for many, many years, will guide you on using reading and writing to help students pay close attention to find what matters, solve problems, and take a stand when needed.

**P**

**UE**

### ***Section B: The Shape of Writing***

**Kim Clancey**

How do authors shape their stories? Using an inquiry approach and favorite mentor texts, readers and writers will take apart favorite mentor texts to discover the ways that authors shape their writing so that both reluctant and enthusiastic young authors can apply it to their own stories. Join Paramus teacher Kim Clancey as she shares ways in which to make this tricky work concrete and approachable, pushing your students gently to notice models of text structure with drawings, story graphs, and other models you'll invent together to grow their comprehension, narrative writing, and partner talk.

**P**

### ***Section C: Make the Most of Small Group Work in Middle School***

**Aimee Carroll-Matos**

When you live bell to bell, every second counts! While we make sure that rich, one-on-one conferences happen as often as possible, we need to ensure that there is quality small group instruction happening in our middle school English classrooms. Join Paramus instructional coach Aimee Carroll-Matos for an exploration of how to form groups through quick, yet precise, assessment, and lean demonstration that leads to a wealth of learning through an economy of words. You'll leave with new strategies on how to build stronger readers and writers just under the bell!

**MS**



## **SESSION 2 (1:30-2:10)**

### ***Section D: There's No Such Thing as Too Young – Teaching Comprehension that Matters***

**Keisha Smith-Carrington**

Researchers of young children have found that expressions of racial prejudice begin before kindergarten. By the time children are nine, prejudices are ingrained and difficult to challenge. To disrupt these realities, teachers can set our youngest learners on the path to truly living anti-biased and anti-racist ways of being. Come learn how to integrate racial literacy development into reading and writing instruction with Princeton Supervisor of Humanities Keisha Smith-Carrington, who will deconstruct the kinds of pedagogy our children deserve and our world needs.

**P**

### ***Section E: From Grades to Growth***

**Katie McGrath**

Feedback is one of the most important gifts we provide students of all ages. When thorough and well-packaged, it can give them encouragement and the necessary next steps to move toward success. However, sometimes, even with the best of intentions, we accidentally push students into a fixed mindset causing them to overidentify with a letter or number grade acting as a big red stop sign in their learning. Come learn with Paramus instructional coach Katie McGrath on ways that you can use tools like progressions, authentic reflection, and partnerships to make sure the feedback you provide your students leads to attainable next steps and not endpoints. It will help make their learning a journey again!

**UE MS HS**

### ***Section F: Conversation as Rehearsal--Supporting Our Youngest Writers***

**Christina Rizzo**

Planning is one of the most essential parts of the writing process. It can also feel like one of the most challenging with our youngest writers, especially in a virtual environment. Rehearsal, most especially in the form of quality talk, in the form of narration, questioning, and metacognition is a crucial step in supporting our youngest writers. Join Paramus kindergarten teacher and former staff developer Christina Rizzo in an exploration of how conversation can be the key to unlock a child's ideas while giving both the student and the teacher a roadmap to creating well-crafted writing.

**P**





## **SESSION 3 (2:15-2:55)**

### ***Section G: Shades of Meaning--Teaching Our Youngest Students the Power of Language through Vocabulary and Word Work***

#### **Lorraine Madden**

When we strengthen children’s vocabulary, we unlock many secrets of language. Language is filled with nuances that can dramatically change the meaning of what we hear (or read!) and what we say (or write!) Very young children can learn how to pay close attention to the context of our words and feel empowered to be independent language users and meaning makers. Join Cranford instructional coach and interventionist Lorraine Madden, as she unpacks with you how to take your most fragile or your most advanced students on the journey toward choosing and using their words wisely to create new worlds of meaning in all they read and all they write.

**P**

### ***Section H: Writing Circles***

#### **Dana Clark**

Students can’t learn in hiding. Nor can they learn in a space of disconnection, shame, or invisibility. The only way students can truly show up as learners and writers is when we’ve been able to create a safe space for community and connection. Restorative circles help us break down systems driven by competition and a white eurocentric view of success, and instead, center collective knowledge, community-grown ideas, and diverse perspectives. Join Dana Clark, staff developer for *Gravity Goldberg LLC* for this interactive workshop experience that will offer practical tools for implementing restorative writing circles and bring participants into circle practices, to become an online community of writers.

**UE MS**

### ***Section I: Follow Your Arrow, Wherever it Points—Developing A Teaching Philosophy and Focusing on What Matters Most***

#### **Matt Morone**

*Know thyself.* This deceptively simple phrase has inspired, and haunted, people throughout history. What does it mean to “know ourselves” as teachers? What do we truly prioritize, value, and honor in our lives? Most concerningly for our students, is this self-knowledge mirrored, or contradicted, in our practice? In this session, we’ll do the work—sometimes challenging, always revealing— of identifying what we value in ourselves and humanity and, pivotally, whether this aligns with our approaches to our students, lessons, assessments, and policies.

**MS HS**





# DROP-IN CONVERSATIONS

These exciting conversations will be held throughout our days at the institute.

No need to register, just drop-in and be a part of the conversation!

**These are marked in yellow on your schedule.**

**P**

PRIMARY

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**MS**

MIDDLE SCHOOL

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HIGH SCHOOL

**L**

LEADERSHIP

## ***Workshop Teaching and the Special Education Child***

**Courtney Rejent, Assistant Director of Special Education, Ramsey Public Schools**

Does a child-centered approach work for all children? Can we allow for choice and agency even with our most fragile students? How do we account for all the important skills that need to be taught in literacy? Come discover how to ensure that you're paying close attention to not only the skills, but more importantly, to (all) the students in your care.

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## ***On the Rebound--The Importance of Feedback***

**Ellen Grzymkowski, English Teacher and Instructional Coach, Paramus Public Schools**

John Hattie tells us that feedback is one of the most powerful influences on learning and achievement. The response we give students of any age has a critical effect on their learning. This is true during traditional instructional settings, but perhaps even more so when we teach virtually because we have such limited time with our students. Be part of a conversation that can demystify feedback in the age of hybrid instruction.

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## ***Feeling Close to Your Learning Community during Remote Teaching***

**Jacky Sapp, English Teacher, Paramus Public Schools**

**Amanda Faley, English Teacher, Paramus Public Schools**

The world tells us to stay socially distanced. Along with our students, we wear masks, and many of us are separated by plexiglass dividers. However, even now, innovative teachers find ways to build community so our students can connect with each other, their learning, and their teachers. Join Paramus elementary teacher Jacky Sapp and high school teacher Amanda Faley in a discussion of ways that can make you feel even more united with your students in these days of remote teaching.

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### ***Getting Lost in Books***

**Leslie Rochman, Library and Media Specialist, Paramus Public Schools**

Have you used the same mentor texts for years and years? Are you looking for new books that can serve as your teaching partners in reading and writing? Join Paramus library and media specialist Leslie Rochman for a chance to meet great books that can serve as mentor texts in your reading and writing classroom, and how you can harvest these texts for new ideas for your teaching. Of course, you're welcome to bring texts along to introduce, too!

**P UE MS L**

### ***Getting Found in Books***

**Erica Lakind, Media Specialist, Ramsey Public Schools**

Our classrooms are more diverse than ever before! It's important for all our students to find themselves in the books they read and the books build community as whole-class read-alouds. Erica Lakind, media specialist in the Ramsey Public Schools will lead a powerful discussion of how to engage (all) your students, while strengthening your classroom community through a celebration of how when we are many, we are one! As a former literacy coach, Erica can guide you on how to use these books in mini-lessons, read aloud, shared reading, and integration into the content areas as well.

**P UE MS L**

### ***Finding the Language in Math Instruction***

**John Altieri, Staff Developer, Gravity Goldberg, LLC**

Math is so much more than crunching numbers, isn't it? Truly powerful mathematics instruction is rooted in real life: the application of computational thinking to real-life situations, and the discovery of relationships between numbers. This naturally means that language is becoming more and more of a component of good math instruction. Gravity Goldberg LLC staff developer and former math instructional coach John Altieri will help you think about ways to support your math students in a curriculum that relies on numbers *and words*.

**P UE MS**

### ***Bringing Poetry to Life in Your Classroom***

**Kate Overgaard, English Teacher, Pascack Valley High School**

In recent years, poetry has found a place in our lives as a source for both healing and expression. In recent years, poetry has also, in some classrooms, disappeared in the name of making room for high-stakes topics. Join Pascack Valley High School English teacher Kate Overgaard for a discussion of easy ways that you can bring the magic of poetry back to your teaching by weaving it into your literacy instruction across the year. Feel free to share your own best strategies for breathing new life into your teaching through poetry.

**P UE MS HS L**



### ***Creating Agency in the Secondary Classroom***

**Adrienne Moe, English Teacher, Paramus High School**

Our middle school and high school classes are often so fast-paced that students can get lost in the shuffle. When we live bell to bell, there can seemingly be a mad rush to get through all we need to cover. All too often our adolescent students feel as though school was being “done to them,” instead of co-authoring their learning experience with their peers and their teacher. Join Paramus High School English teacher Adrienne Moe for a conversation about ways that you can make your preteens and teens feel ownership for their learning so they can take it to newer and newer levels of depth.

**MS HS**

### ***Inviting the Arts into Your Literacy Classroom***

**Lisa Vartanian, Supervisor of Fine and Practical Arts, Paramus Public Schools**

For many students, literacy, math, and other core subjects mean loads of school-based anxiety. These students often feel that their true selves can't shine, because they can't apply and grow their artistic passions. Often, art and music can be the respite for these very students! Join Lisa Vartanian, Supervisor of Fine and Practical Arts for the Paramus Public Schools and President of the New Jersey Music Educators Association for a discussion on how you can bring greater harmony to your teaching by integrating the arts across the day.

**P UE MS HS L**

### ***Teacher as Writer, Writer as Teacher***

**Erin Solej, Summer Institute Writer-in-Residence**

When we teach our writers, they can immediately sense just how comfortable we are (or aren't!) as teachers of writing. It's important for us to dip our toes in the waters of authorship. It's not about writing like Rylant, Rowling, or Michener, but about writing like ourselves in a way that we can mentor our students. Join full-time author Erin Solej who has served as the Paramus Institute's writer-in-residence to figure out ways to tap into the author hiding inside you. It will bring a new sense of credibility to your students and a new sense of excitement for you!

**P UE MS HS L**

### ***What's New in Professional Literature?***

**Donna Grohman, Instructional Coach, South Orange-Maplewood School District**

There is a myriad of new thinking in our world. When we engage in professional reading, it can bring strength and a sense of renewal to our work. However, there are so many authors vying for our attention, it's hard to know just what to read to engage our teaching souls. Join South Orange-Maplewood instructional coach Donna Grohman for a book tasting session, where you can seemingly sit side-by-side with some of your favorite professional authors to compile your summer and weekend professional reading list that will enhance your teaching and bring new energy to your work.

**P UE MS**



### ***Wanted: Fearless Learning Leaders!***

#### **Melissa Signore, Principal, Woodside Elementary School**

Principals and other school and district leaders have so many aspects of their work to balance, especially these days; however, now more than ever, it's critical to keep our eyes on what is more important than ever: learning. How can leaders maintain their focus on what's most valuable? Join the conversation with Melissa Signore, Principal of Woodside Elementary School in River Vale to figure out how a leader can keep the balance between what's important and what's urgent.

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### ***Literacy as the Building Blocks in Science and Social Studies***

#### **Jackie Derwin, Supervisor of Curriculum, Hillsdale School District**

As with anything else we learn, literacy becomes stronger in students' minds when they're able to take it on the road and use it in other contexts. Language is an important part of other subject areas. In fact, when we approach our science and social studies instruction with a language lens, it can strengthen all these previously compartmentalized parts of our students' day. Bring your best ideas, and share them along with Hillsdale Supervisor of Curriculum Jackie Derwin, and you'll find new energy in your content area instruction.

P UE

### ***Coaches' Corner***

#### **Jaime Weaver, Reading Specialist/Literacy Coach, Paramus**

The instructional coach has a uniquely important role in the school community. When coaches share resources, they offer teachers a key to secret passageways to good instruction. When coaches demonstrate in classrooms, they guide their teachers down those passageways. Come talk to Paramus reading specialist and literacy coach Jaime Weaver to share ideas on best practices in coaching so that you can find new keys and roadmaps that make the journey a little bit easier.

L





**INTERESTED IN ATTENDING THIS YEAR'S INSTITUTE FOR FREE?**

**WANT TO GROW THE TEACHER LEADER INSIDE YOU?**

**CONSIDER TEACHING A  
TEACHER LEADER WORKSHOP!**

**GO TO [www.tinyurl.com/ParamusTLW](http://www.tinyurl.com/ParamusTLW) AND FILL OUT A PROPOSAL FOR  
A 20-MINUTE LITERACY WORKSHOP THAT YOU CAN TEACH DURING  
THREE DAYS OF THE INSTITUTE. IF YOUR PROPOSAL IS ACCEPTED,  
YOU CAN ATTEND THIS YEAR'S INSTITUTE FOR FREE!**

**SIGN UP TODAY!!**

**ATTENTION TEACHERS IN URBAN SCHOOLS!**

DO YOU TEACH IN AN URBAN SCHOOL? ARE YOU DEDICATED TO GIVING STUDENTS GREATER  
VOICE THROUGH LITERACY? WOULD YOU LIKE TO ATTEND OUR INSTITUTE FOR FREE?

APPLY FOR THE PARAMUS SUMMER INSTITUTE URBAN EDUCATION SCHOLARSHIP AT THIS  
LINK.

[www.tinyurl.com/ParUrban](http://www.tinyurl.com/ParUrban)

SCHOLARSHIP RECIPIENTS WILL BE NOTIFIED THIS MAY!



## INSTITUTE FACULTY

### *A Partial List*

**John Altieri** is a staff developer with Gravity Goldberg LLC and is a former classroom teacher and math instructional coach at various districts in New Jersey. He is the former leader of a consortium for math coaches in Northern New Jersey, and you can follow him on Twitter @jpaltieri.

**Aimee Carroll-Matos** has been a literacy teacher in Grades 4th through 8th for 24 years. She is currently an instructional coach in the Paramus Public Schools and is a member of the Paramus Coaching Course. She has been instrumental in shaping middle school literacy curriculum in Paramus. She is on Twitter @AimeeCarr\_Matos.

**Christine Chiaramonte** is a reading specialist and literacy coach in the Paramus Public Schools. She is a member of the Paramus Coaching Course and frequently leads study groups on primary literacy.

**Kim Clancey** has taught many grades in the Paramus Public Schools. She regularly offers up her classroom as a lab site for professional development sessions, and was a member of the Paramus Literacy Collaborative Study Group as well as being trained as a Paramus Literacy Coach under Judy Davis, Isoke Nia, and Dorothy Barnhouse. She is a member of the Littogether Think Tank, and recently taught a workshop series called, “Pathways to Meaning: Using Text Structure to Make Meaning.”

**Dana Clark** is a literacy staff developer with Gravity Goldberg, LLC. A former teacher and literacy coach, she has led study groups for the Littogether Teacher Leader Project and the Paramus Coaching Course. You can follow her on Twitter @dana\_dclark or on her blog, <https://litlife.blog/>.

**Jackie Derwin** is Supervisor of Curriculum at the Hillsdale Public Schools. She received her literacy training from the Teachers College Reading & Writing Project and taught the workshop model for ten years. Jackie has written both elementary and middle school literacy curriculum. She also coaches in classrooms regularly. She can be found on Twitter @jderwin33.

**Kathy Doyle** is a former teacher of Grades 1, 2, 3, and 5 in the Tenafly Public Schools. She has appeared in many books on literacy instruction and has been a frequent instructor at the Teachers College Reading & Writing Project institutes and with some of their outreach districts. She is a member of the Littogether Think Tank, and has led the courses through the Littogether Teacher Leader Project and Paramus Coaching Course.

**Donna Grohman** is a reading specialist and literacy coach in the South Orange/Maplewood School District. As a former K-2 teacher, she has been a strong proponent of literacy for 24 years. She has attended multiple coaching institutes at the Teachers College Reading and Writing Project. She is a member of the Paramus Coaching Course and has led study groups over the past few years. Donna has written literacy curriculum for Grades K-5 and supported teachers in their literacy instruction. She can be found on Twitter @DonnaGrohman.



**Ellen Grzymkowski** currently teaches 10th and 11th Grade English at Paramus High School. In previous years, she has taught SAT/ACT Prep for Critical Reading and Writing, as well as a Language Lab for struggling learners. In addition to her role as a teacher, Ellen is also an instructional coach who is passionate about collaborating and sharing innovative instructional strategies with her colleagues. She has discussed the benefits of the feedback loop in a presentation called, "Strategies for Meaningful Feedback in the Remote or Hybrid Learning Environment." She also served on the Paramus Public Schools' Curriculum Subcommittee for Reopening in 2020. Ellen can occasionally be found on Twitter @ellengrimmey.

**Dr. Towanda Harris** is an instructional leadership coordinator in an urban school district in Atlanta, Georgia and the author of *The Right Tools: A Guide to Selecting, Evaluating, and Implementing Classroom Resources and Practices* (Heinemann 2019). She is a former elementary school teacher, literacy coach, K-12 staff developer, and curriculum writer. You can follow Towanda on Twitter @drtharris.

**Ellin Oliver Keene** is a senior advisor at Heinemann, where she oversees the Heinemann Fellows program and serves as the editor of the Professional Development Catalog-Journal. She is the author of many books, most notably *Engaging Children: Igniting a Drive for Deeper Learning* (Heinemann 2018) and *Mosaic of Thought: the Power of Comprehension Strategy Instruction* (Heinemann 1997, 2007). She is also the co-editor of the *Not This, But That* series (Heinemann 2013-2015) and *The Teacher You Want to Be: Essays about Children, Learning, and Teaching* (Heinemann 2015). You can (and should!) follow Ellin on Twitter @EllinKeene.

**Erica Lakind** is a media specialist in the Ramsey Public Schools. She is a former literacy coach and member of the Paramus Coaching Course. As such, she blends her role as media specialist with that of an instructional resource for the teachers in her school. Erica can be found on Twitter @edrlakind.

**Shawna Longo** is a music technology teacher in the Hopatcong Borough Public Schools and Vice-President of the Morris Plains Board of Education. She consults with CreativeEDUconsulting and is the 2019 recipient of the Mike Kovins TI:ME Teacher of the Year Award, a national award given for outstanding work in the teaching of music technology. Shawna has done extensive work on how the arts are used to support students with their social-emotional learning. You can follow her on Twitter @ShawnaLongo.

**Katie McGrath** is a middle school instructional coach in the Paramus Public Schools. She taught middle school language arts for 12 years. Katie has written literacy curriculum for the middle school, and coaches in classrooms regularly. She can be found on Twitter @MrsKTMcGrath.

**Lorraine Madden** is a literacy coach in the Cranford Public Schools where she guides teachers across her district in their literacy instruction. She is active in NCTE, ILA and many other professional organizations. She recently led a study group called, "Using Illustration to Spark Our Youngest Writers" for the Littogether Teacher Leader Project. You can follow her on Twitter @Sissy66Madden.



**Tom Marshall** is the Principal of Stony Lane Elementary School and a former staff developer and national consultant for the Teachers College Reading & Writing Project. He is the founder of Littotogether Learning Communities, a network of networks for teacher leaders, coaches, and school leaders, which reimagines teaching and learning across dozens of districts and provides free professional development in best learning practices. Tom is the recipient of CEL's 2017 Innovative Leadership Award through NCTE and the author of *Reclaiming the Principalsip: Instructional Leadership Strategies to Engage Your Community and Focus on Learning* (Heinemann 2018). He co-chaired the New Jersey Reopening Project, a network of about 100 school and district leaders who explored ways to pay attention to the curriculum when reopening school in the fall of 2020, and chaired the K-12 Curriculum Subcommittee of the Paramus Reopening Committee. Tom is the director of our summer institutes, and you can find him on Twitter @tomlittotogether.

**Donalyn Miller** is an award-winning teacher, author and staff developer who has taught Grades 4-6 in Fort Worth, Texas. She is the author of many books on reading education, most notably *The Book Whisperer: Awakening the Inner Reader in Every Child* (Jossey-Bass 2009) and *Reading in the Wild: the Book Whisperer's Keys to Cultivating Lifelong Reading Habits* (Jossey-Bass 2013). Donalyn served as Scholastic Book Fairs' Ambassador of Independent Reading Advocacy from 2014 to 2019, and hosts the *Nerdy Book Club* blog with Colby Sharp. She presents at conferences internationally and has been published in many educational journals. You can follow her on Twitter @donalynbooks.

**Cornelius Minor** is a Brooklyn-based educator who is the founder of *The Minor Collective*, a community-based movement designed to foster sustainable change in school, with his wife Kassandra Minor. He is the author of *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* (Heinemann 2018). Cornelius has partnered with the Teachers College Reading and Writing Project, the New York City Department of Education, the International Literacy Association, and Lesley University's Center for Reading Recovery and Literacy Collaborative. He presents at conferences internationally, was featured in *Out of Print*, and was recently featured on *The Today Show*. You can find Cornelius on Twitter @MisterMinor.

**Adrienne Moe** teaches English, Journalism, and Young Adult Literature at Paramus High School. As an instructional coach, she regularly offers up her classroom as a labsite for professional development sessions for Paramus and other Bergen County schools, alike. She has run multiple PD sessions including the highly successful workshop, "Rethinking the Classroom: Spaces Designed for Active and Engaged Learning and Teaching." Adrienne is a member of GLAM (Growth Learning Assessment Mindset), a consortium of teachers and administrators from Bergen County who meet quarterly to discuss techniques, successes, and struggles in implementing a growth mindset into curriculum and pedagogical practice. You can follow her on Twitter at @MsMoeLawlor.





**Matt Morone** is one of the institute's assistant directors, and is an English teacher at Pascack Valley High School in Hillsdale, New Jersey where he currently teaches Grade 10. Matt formerly served as Member-at-Large for the Conference on English Leadership (CEL). In addition, Matt's classroom instructional model has been featured in *The Bergen Record*, *CEL*, and *NCLE* publications, among others. He recently led the study group, "Creating Student-Centered Classrooms of Choice in Secondary Grades" for the Littogether Teacher Leader Project, and is a member of the Littogether Think Tank. You can follow him on Twitter at @MrMorone and read his blog at failsafely.com.

**Kate Overgaard** teaches English for Grades 9 - 11 and Creative Writing for Grades 9 - 12 at Pascack Valley High School, and has a background in middle school English Language Arts. She is a member of DREW Teach and NJCTE, and last year, she facilitated K-12 professional development workshops for implementing the writer's notebook and "First Chapter Fridays." In addition to teaching, Kate writes poetry and immerses herself in literary experiences whenever possible. You can follow her on Twitter at @MissLATeach

**Courtney Rejent** is the Assistant Director of Special Education at the Ramsey Public Schools, and is an active member of NCTE and CEL. She is a former middle school English teacher and instructional coach. Some of her work is featured in *Mindsets and Moves* by Gravity Goldberg, and she is a member of the Littogether Think Tank. She serves as our institute's social media coordinator. She can be found on Twitter @c\_rejent.

**Christina Rizzo** is one of the institute's assistant directors, and she teaches kindergarten in the Paramus Public Schools. A former staff developer with Gravity Goldberg, LLC and literacy coach, she has taught Grades K through 4 in various districts in Northern New Jersey and holds her Master's Degree from Teachers College with Lucy Calkins. She has participated in the Northern Valley Curriculum Center's Coaching Academy, and is a member of the Littogether Think Tank. She is the assistant director of this institute, and you can follow her on Twitter at @ChristinaRizzo.

**Leslie Rochman** is a Google-certified teacher and is a media specialist in the Paramus Public Schools. She has been instrumental in supporting teachers' transition to a Google platform in Paramus. Leslie has presented at local, state, and national conferences on utilizing new techniques to promote innovation in students. You can follow her on Twitter @lfhroch.

**Jacky Sapp** has taught multiple grade levels in the Paramus Public Schools for seven years. She is currently pursuing her Masters Degree at Seton Hall University in Instructional Design and Technology. She recently taught a workshop called, "Digital Publishing for Grades 3-5" to share digital platforms that can be utilized in the classroom. These platforms can be utilized to promote classroom community and/or utilized for curriculum-based projects.

**Melissa Signore** is the Principal of Woodside Elementary School in River Vale. A former instructional coach and Director of Curriculum, Melissa practices instructional leadership in her work. She can be found on Twitter @MelissaMSignore.



**Keisha Smith-Carrington** is the Supervisor of Pre-K through 6<sup>th</sup> Grade in the Princeton Public Schools. Although facilitating English Language Arts/Literacy professional development has been her focus for over 17 years, she has spent this year thinking deeply with colleagues about ways to develop students' racial literacy from the early grades through high school. This team of thought partners is developing anti-bias/anti-racist lessons focused around the Learning for Justice, formerly Teaching Tolerance, Social Justice Standards, the Historically Responsive Literacy Framework (Dr. Gholdy Muhammad), and texts that reflect the many people in our world. Keisha is a member of several professional literacy networks including the Literacy Leaders Network. You can follow her on Twitter @quiche36.

**Erin Solej** has taught English in all middle school grades, and has been published in several parenting magazines and two editions of *Chicken Soup for the Soul*. Erin has served as our writing institute's writer-in-residence for many years. She writes full time.

**Lisa Vartanian** is the Supervisor of Fine, Performing, and Practical Arts in the Paramus Public Schools, and serves as the President of the New Jersey Music Educators Association. She presents regionally and nationally on the creation of meaningful SGO's, innovative programs in fine arts, and the connection between arts education and social-emotional learning. Lisa has won numerous awards including the 2013 Lifetime Achievement Award from the Paramus Education Foundation, and has been published in arts-related journals. Under her leadership, the Paramus Public Schools received the Model Schools in the Arts designation and the Governor's Award in Arts Education. Follow her on Twitter @lisavparamusarts.

**Jaime Weaver** is a reading specialist and literacy coach in the Paramus Public Schools. She has taught primary grades, and worked closely with Isoke Nia. She recently led a study group for the Paramus Coaching Course on balancing the various components of Balanced Literacy.





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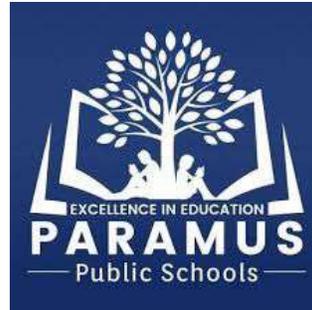
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