



Weekly Bulletin



Writing is an act of faith, not a trick of grammar.

- E. B. White

Upcoming Events

- Thurs., Feb. 27 – Regular Board Meeting
- Fri., Feb. 28 – National Science Day
- Tues., March 4 – National Grammar Day
- Thurs., March 13 – Regular Board Meeting
- Fri., March 14 – Superintendent’s Conference Day
- Mon., March 17– St. Patrick’s Day

Follow this [link to the BOCES Calendar of Events](#)

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A Message from Mike

It is difficult to argue against the importance of vocabulary development when it comes to reading and learning across all disciplines. Additionally, domain or content-specific vocabulary is essential for success in nearly every field of work. A recent [study of vocabulary and comprehension instruction](#) in 33 third, fourth, and fifth grade classrooms published in *Reading Research Quarterly* (Vol. 49, No. 1, pp. 31-60) offered several interesting insights. The following strategies were associated with gains in vocabulary achievement:

- Explicitly teaching definitions of words
- Helping students see relations among words
- Providing instruction related to syntax and morphology – breaking down words and analyzing how words are used in different syntactic contexts

In contrast, the researchers found negative or negligible effects on vocabulary achievement when teachers used these two strategies:

- Trying to get students to think about words in different contexts or use context clues to figure out the meanings of unknown words – “When [instruction on context clues] was seen, teachers tended to point out that students should use context clues to figure out a new word, without explaining, modeling, and/or guiding how to employ the strategy” (48)
- “Attention to literal comprehension – Based on their findings, the researchers speculated that, “if teachers spend too much time on literal comprehension, they may not provide enough support for deeper word learning” (48)

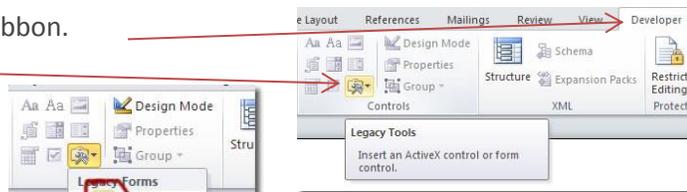
Vocabulary development is too important to leave to chance. We can’t just assume or hope that students (or even colleagues) will learn new words by chance. We have to be purposeful and deliberate about making sure that those around us really understand on a deep level the words they need to be successful. How do you help students even those you work with learn and remember essential vocabulary?

- Mike Doughty, Assistant Superintendent for Instruction

Technology Tip of the Week



1. Click on Developer Tab in the Ribbon.
2. Click on Legacy Tools.
3. On the panel that appears, click on *Check Box Form Field*.



4. The check box is inserted into your document, however, you'll find that you can't yet check it. First, you must protect the document. Stay on the Developer tab and click *Restrict Editing* in the Protect group
5. The *Restrict Editing and Formatting* window appears over on the right. Check the boxes for *Formatting restrictions* and *Editing restrictions* and also select *Filling in forms* in the dropdown list.



6. Once all your selections have been made, click *Yes, Start Enforcing Protection*. You can either specify a password or leave it blank in the next dialogue box that appears. Now, in addition to the document being partially protected, the check box you inserted is checkable.
7. You won't be able to amend the check box other than to check or uncheck it. You can't reposition it in the document or delete it. To make further amendments to it, you will have to remove the document protection. This is easily done by clicking the *Stop Protection* button at the bottom of the *Restrict Formatting and Editing* panel.

Connecting with a Colleague

Each week, a staff member will be selected to complete a brief questionnaire to help us get to know him or her. This week we are connecting with **Nancy Carr**.

- *What are your primary responsibilities?* I coordinate the provision of support services for deaf, hard of hearing, low vision and blind students.
- *How long have you worked at BOCES?* This year is my 18th year working for BOCES. I taught a middle school American Sign Language class in the Rush-Henrietta School district for 8 years. The last 10 years, I have worked as a supervisor and became Program Coordinator in 2010.
- *What is your favorite part of your job?* I love the opportunity to work with and get to know the dedicated staff in this department and the interactions we have when problem solving about how to best provide support to students.
- *What do you enjoy doing in your free time?* I have a 2 ½ year old granddaughter who I love being silly with! (Erin brings out the toddler in me.) I also love any opportunity to interact with others using ASL or Sign Language.
- *What is the one thing you would like people to know about you?* On January 26, 2014 Erin's baby sister was born. So I am looking forward to spending much time with the girls.



Programs & Services Update

Lois E. Bird/Morgan School

Valentine's Day brought a lot of activity to Bird/Morgan School! The day started with the Middle School students delivering carnations they had sold as a fundraising activity. Many flowers were delivered within the building and also to the Foreman Center. The students raised almost \$150 to support their classroom stores.

The day ended with the annual Staff-Student Basketball Game. It took place in conjunction with Jump Rope and Hoops for Hearts. Approximately \$1000 was collected and the students who raised the most money were rewarded with silly stringing the administrators during halftime of the basketball game. It was an exciting game with the students winning by one point!



- Dan Healy, Assistant Principal, Bird-Morgan School

Career & Technical Education

For many years, too many of our young people have been told that the only path to a successful career is a four-year college degree. For kids who have the aptitude and interest, that may be true. But not everyone needs to go to college, at least the four-year kind, to find success.

Vice President Joe Biden, in a visit to Monroe Community College last month, spoke about the need for training for the good-paying advanced manufacturing jobs that are key to America's industrial competitiveness. Many of these jobs are going unfilled because there aren't enough qualified applicants. These jobs do not necessarily require four-year degrees, but they do require training. EMCC is addressing this need with its new Engineering and Fabrication Technology program which will open in September.

The Engineering and Fabrication Technology program will develop students' knowledge and skills in elements of design, blueprint reading, machining and metal fabrication to prepare them for employment and/or postsecondary education. They will participate in internships or cooperative work experiences and sit for an industry based technical assessment. College credit, through dual enrollment with Monroe Community College, will be pursued.

- Joyce Cymber, Director, Career & Technical Education

News and Notes

A Healthy Brain...A Healthy YOU!

Our spring Superintendent's Conference Day is just around the corner. On March 5th registration closes. Parking passes will be mailed to participants who signed up for the *NYS and Local Employees Retirement System (ERS)* session being held at the Burgundy Basin in The Grand Ballroom.

Parking:

1. If you do not have a parking pass for Superintendent's Conference Day, you will need to park at the location of your second session and take the shuttle. (See bullet 2 for one exception)

2. If you are attending Greg Ahlquist's, *The Transformative Power of Belief*, at the Burgundy Basin (in The State Room), for session two, you must park at the Foreman Center and take a shuttle.
3. Shuttles will be located at the Foreman Center (red awning), Lois E. Bird Morgan (front entrance) and the loop at Linden Park. Shuttles will begin running at 7:15 a.m. and again at 7:35 a.m. Please load the first bus in the line at each location. When the first shuttle is full, it will leave for the Burgundy Basin Inn.
4. After brunch, shuttles will leave at 11:00 a.m. and again at 11:25 a.m. for your second sessions at the other locations. Shuttles will have color coded signs to assist you in finding the correct bus. Shuttles going to the Foreman Center will have **red** signs in the bus windows. Shuttles going to Lois E. Bird Morgan will have **yellow** signs in the bus windows, and shuttles going to Linden Park will have **blue** signs in the windows.
5. Shuttles will leave the Burgundy Basin Inn at 1:00 p.m. after Greg Ahlquist's session. These shuttles will transport participants back to the Foreman Center.

After Superintendent's Conference Day is over you will receive brief surveys pertaining to each session you attended. This feedback will be forwarded to each presenter. You will also receive an overall survey regarding the day. Please complete these for your professional development hours and future planning.

- Annette Hauenstein, Coordinator of Curriculum, Instruction & Professional Development

Full Scholarship Opportunities – Graduate Programs in Inclusive and Special Education

Would you like to enroll in a fully funded, inclusive and special education program at the elementary/childhood (grades 1-6) or secondary (grades 7-12) levels that will lead to a master's degree and certification in *Teaching Students with Disabilities* and/or coursework leading to the NYS annotation for *Teaching Students with Severe and/or Multiple Disabilities*? Full scholarships are available for individuals at all levels of teaching at the **University of Rochester's Warner School of Education** through Project PRESS: Preparing and Retaining Educators of Students with Significant Disabilities. Take advantage of this opportunity to obtain excellent preparation for teaching in the area of special education, with a specialized focus on students with significant disabilities in high-need and low-performing schools. For more information, please contact Julia M. White, Ph.D., at jwhite@warner.rochester.edu or visit www.warner.rochester.edu. Representatives of the Warner School will be available at the upcoming Superintendent's Conference Day on March 14th (an information table will be set up at the Burgundy Basin).

Full Scholarship Opportunities
Graduate Programs in
Inclusive and Special Education

Inclusive and special education scholarship opportunities are available at the University of Rochester's Warner School of Education through Project PRESS: Preparing and Retaining Educators of Students with Significant Disabilities.

The Inclusive and Special Education Program at the Warner School rigorously prepares teachers to have the knowledge and skills to teach students who engage in learning in diverse ways in order to facilitate the learning, participation, and belonging of students with disabilities in general education contexts. The fundamental principles of our approach to inclusive practices and students with disability labels are critical inquiry, collaboration, advocacy, and equity.

Project PRESS is a U.S. Department of Education-funded grant program. Upon completion of the program, graduates make a commitment to provide special education or related services to children with disabilities for at least two years for every year the scholarship is received.

Application deadlines are Jan. 15, Mar. 15, June 15, and Oct. 15.

For more information, please contact Julia M. White, PhD at jwhite@warner.rochester.edu or visit www.warner.rochester.edu.

Full scholarships are available for individuals at all levels of teaching to obtain excellent preparation for teaching in the area of special education, with a specialized focus on students with significant disabilities in high-need and low-performing schools. Scholarships are available in the following three parts:

- For pre-service secondary teachers (grades 7-12) to pursue their master's degree and initial and professional certifications as a special education general teacher, as well as the NYS Annotation for Teaching Students with Severe and/or Multiple Disabilities (35 credit-hour master's program)
- For initially certified inclusive/special education teachers at all age levels to pursue their master's degree and professional certification, as well as the NYS Annotation for Teaching Students with Severe and/or Multiple Disabilities (35 credit-hour master's program)
- For fully certified inclusive/special education teachers to pursue a certificate of advanced study in teaching students with significant disabilities that leads to the NYS Annotation for Teaching Students with Severe and/or Multiple Disabilities (15 credit-hour certificate program)

WARNER
SCHOOL OF EDUCATION
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SANE (Sometimes Acronyms Need Explaining)

Educationally Related Support Services: **ERSS**