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STATE OF NEW HAMPSHIRE

Honorarium or Expense Reimbursement Report (RSA 15-B)



Type or Print all Information Clearly:

Name: Kenneth James Relihan Work Phone No. 603-271-6151
First Middle Last

Work Address: 101 Pleasant Street, Concord, NH 03301

Office/Appointment/Employment held: Educational Consultant

List the full name, post office address, occupation, and principal place of business, if any, of the source of any reportable honorarium or expense reimbursement. When the source is a corporation or other entity, the name and work address of the person representing the corporation or entity in making the honorarium or expense reimbursement must be provided in addition to the name of the corporation or entity.

Source of Honorarium or Expense Reimbursement:

Name of source: _____
First Middle Last

Post Office Address: _____

Occupation: _____

Principal Place of Business: _____

RECEIVED

~~DEC 19 2007~~

If source is a Corporation or other Entity:

Name of Corporation or Entity: East Conn

**NEW HAMPSHIRE
SECRETARY OF STATE**

Name of Corporate/Entity Representative: Adele Swart

Work Address of Representative: 376 Hartford Turnpike, Hampton, CT 06247

Value of Honorarium: _____ Date Received: _____ If exact value is unknown, provide an estimate of the value of the gift or honorarium and identify the value as an estimate. Exact Estimate

Value of Expense Reimbursement: \$94.09 Date Received: 10/1/07 A copy of the agenda or an equivalent document must be attached to this filing. Exact Estimate

Briefly describe the service or event this Honorarium or Expense Reimbursement relates to:

College Access Now Training / Monthly Meetings

"I have read RSA 15-B and hereby swear or affirm that the foregoing information is true and complete to the best of my knowledge and belief."

Kathy Rein
Signature of Filer

12/17/07
Date Filed

5/06

RSA 15-B:9 Penalty. Any person who knowingly fails to comply with the provisions of this chapter or knowingly files a false report shall be guilty of a misdemeanor.

Return to: Secretary of State's Office, State House Room 204, Concord, NH 03301

College Access Now
SpringBoard Training Year II
August 16th and 17th
Portland, Maine

THURSDAY, August 16

9:30 – 11:30

SpringBoard training Module 1 starts promptly at 9:30.

The Holiday Inn by the Bay will have a room reserved in your name; check in time is at 3 p.m. There will be a continental breakfast each day, midmorning refreshments and a full luncheon served at the hotel both days. You're special!

11:30 – 12:00

Lunch

12:00-2:00

Module 2 training

2:00-2:15

Afternoon break with yummy snacks, soda, water, iced tea

2:15-4:15

Module 3 training

4:15

Check in and prepare for a cruise to Peaks Island

5:15

Meet in the hotel lobby to get your lobster bake vouchers, walk to the Casco Bay Lines on Commercial Street and board the Peaks Island Ferry. The boat leaves at 5:35.

6:00

Cash bar opens

7:00

Dinner is served! Please present your ticket for the 16 oz. sirloin steak, the 1 ¼ lb. lobster or vegetarian lasagna. All meals include New England clam chowder, corn on the cob, steamed red potatoes, salad and rolls as well as water, soft drinks and strawberry shortcake.

8:45

Ferry departs Peaks Island for Portland. You might enjoy conversation at one of the charming watering holes in Old Port before returning to the hotel.

FRIDAY, August 17

7:30 a.m.	Breakfast. Please checkout now or during the break.
8:00- 10:00	Module 4 training
10:00-10:15	Break
10:15-12:15	Module 5 training
12:15-12:45	Lunch
12:45-2:45	Module 6 training
2:45	Afternoon snacks to go! Cookies, brownies, apples and beverages will be available for the ride home.



SpringBoard Training Agendas

Portland, Maine Thursday, August 16

ELA sessions will be held in the Lincoln and Kennebec Rooms

Welcome and opening

Building Fluency through SpringBoard (9:30-11:30)

Designed primarily for districts and schools with large numbers of struggling readers, this session examines the key role of fluency in student reading instruction. Participants will learn how to identify fluent versus non-fluent readers and how to use SpringBoard as a vehicle for improving student fluency. Read aloud, choral reading, and oral interpretation activities will be featured and modeled. This session is appropriate for districts concerned about meeting the needs of struggling readers.

Using Film as a Vehicle for Learning (12:00-2:00)

This session will provide participants an in-depth look at the teaching of film in SpringBoard, as well as a vertical alignment of film instruction. All participants will be introduced briefly to the film terms taught in Levels 3 and 4. The session will highlight the reading and writing that can accompany, and be supported by, the use of film, as participants model critical viewing and analytical writing activities. This session is appropriate for all grade levels and for teachers at all levels of current implementation.

Expanding Student Learning with Vocabulary (2:15-4:15)

Expanding students' vocabulary is essential for fostering their growth as readers and writers. The focus of this session is how to use strategic, creative approaches to teach vocabulary within SpringBoard Model Instructional Units. Teachers will learn how to target key vocabulary words and how to infuse their teaching with research-based vocabulary instruction. This session is appropriate for any grade level and implementation level.

Reflection and closure

MATH sessions will be held in the Somerset Room

Welcome and opening

<p>9:30- 11:30 Technology/Creating Customized Standards based assessments</p>	<p>Teacher Created Online Assessment</p> <p>Participants will identify standards on which they want to assess their students. Teachers will then learn how to match assessment items with standards being taught in the classroom. Practice will be provided in the areas of assigning and scoring assessment questions. Teachers will create an assessment and share it with the other participants.</p>
<p>12:00- 2:00 Technology/ Using data to inform instruction</p>	<p>The Instructional Loop</p> <p>Following a trainer led discussion of the Reports function of SpringBoard Online, participants will complete an assessment as “a class” and build reports which identify weaknesses in student learning. Taking advantage of the resources provided within the on-line reports, teachers will interpret reports and design appropriate instructional plans based on student performance data. Teachers will then find another diagnostic assessment to reassess student learning.</p>
<p>2:15-4:15 Assessment/Rubrics</p>	<p>Scoring with Rubrics</p> <p>Teachers will examine SpringBoard embedded assessments and their rubrics. They will apply them to student work by examining student responses to selected embedded assessment questions and discussing what the student work tells them about student knowledge and understanding. Teachers will then practice developing rubrics that examine evidence indicative of student understanding.</p>

Reflection and closure

SpringBoard Training Agendas

Portland, Maine Friday , August 17

ELA sessions:

Welcome and opening

Choosing Sequenced Diagnostic Assessments (8:00- 10:00)

This session will equip teachers to choose appropriate Sequenced Diagnostic Assessments for use in their classrooms. Teachers will work in collaborative groups to examine the skills and knowledge required for specific Embedded Assessments and to align those requirements with corresponding diagnostic assessments. In addition, teachers will gain additional practice with other components of SpringBoard Online including creating classes, adding students, and assigning and scoring sequenced diagnostic assessments. This session is ideal for districts eager to support groups of teachers throughout the planning stages of Year Two Implementation.

Infusing Griefless Grammar into SpringBoard (10:15-12:15)

Building on the position statements of NCTE and NBPTS, this session provides practical ideas for teaching grammar within the context of authentic reading and writing. Participants will discuss the most common grammar concerns and learn how to integrate grammar instruction with SpringBoard activities. Specific guidelines and strategies for teaching grammar while maintaining student interest will be presented and modeled. Grade-level specific examples will be provided, and this session is thus appropriate for any SpringBoard school and grade level eager to build grammar instruction into the context of authentic reading and writing.

Moving Beyond Quickwrites: The Writing Process in Action (12:45-2:45)

From Pre-writing to Publishing, this session spans the stages of the writing process and helps teachers take SpringBoard writing activities through the full process. Participants will examine the writing assignments found in the Model Instructional Units and work collaboratively to examine how to give students instruction and opportunities to extend quickwrites and paragraphs and transform texts to produce a variety of publishable products. This session is appropriate for all grade levels and levels of implementation.

Reflection and closure

SpringBoard Training Agendas

Portland, Maine Friday, August 17

**Math Sessions:
Welcome and Opening**

<p>8:00-10:00 Content/Fundamental Mathematics</p>	<p>Infusing Content Emphasis into SpringBoard</p> <p>Building on the position statements of NCTM and NBPTS, this session provides practical ideas for mathematical content emphasis within the context of authentic problem solving. Participants will discuss the most common arithmetic/algebra concerns and learn how to integrate fundamental mathematical content instruction with SpringBoard activities. Specific guidelines and strategies for teaching fundamental mathematics while maintaining student interest will be presented and modeled.</p>
<p>10:15 – 12:15 SpringBoard Strategies/Implementation</p>	<p>Strategy Implementation Practice</p> <p>Participants will be given mathematical scenarios and discuss within groups how to make the material accessible to all students while maintaining a student centered classroom. Focus will be on the use of learning strategies. After discussing their ideas with the trainer each group will implement their plan in a classroom role play. Using a cognitive coaching model, each group will be debriefed following their presentation.</p>
<p>12:45-2:45 Implementation/Student focused classroom</p>	<p>Facilitating a Student-Focused Classroom</p> <p>What are the distinguishing features of a SpringBoard Mathematics Classroom? Among other things, SpringBoard classrooms are student-centered, interactive, discussion-filled, and visually appealing. How do teachers manage the logistics of this kind of classroom? This session provides insight and an opportunity for professional dialogue about such topics as grouping students, managing student behavior during small group work and discussions and helping students transition between a variety of activities and classroom experiences.</p>

Reflection and Closure