

Mid-State Regional Meeting AGENDA
SUNY Cortland
January 14, 2011
3-4:30 pm

1. Update and discussion re: Inclusion Symposium (Friday, April 8; Cayuga-Onondaga BOCES, Auburn, NY)

- Taskforce members who have agreed (since last meeting) to (a) promote the Symposium to advanced preservice teachers and (b) coordinate first-come, first-served student sign-ups for their institutions:

Binghamton: Bev Rainforth
Cortland: Kim Rombach
Le Moyne: Bud Cooney
Utica: Patrice Hallock

Cazenovia: Kim Wieczorek
Elmira: Linda Pratt
Oswego: Bobbi Schnorr
Wells: Susan Talbot

Cornell: Bobbi Townsend
Ithaca: Linda Hanrahan
St. Lawrence: Jim Shuman

- As of this meeting, promotional fliers and sign-up sheets will be in the inbox of each point person.

Given the other major target audience for the Symposium—in-service teachers and support staff at high-needs schools in the Mid-State region—should we identify a “point person” in each of these districts?(Does our list of identified districts enable us to pinpoint the neediest schools in the identified districts?) If so, should Bryan and Kim communicate with that person, or would it be more effective for a Taskforce member connected with the school to do so?

- Keynote speakers have been selected: Shelley Fraser Mickle and Courtney Dolan
- Breakout sessions
 - Duration: 1 hr 15 min
 - Strands and *possible* presenters/facilitators in each:
 - Co-teaching: Bud Cooney et al. (Le Moyne), Stephen Polera (Proctor High School, Utica)
 - Differentiation: Patrice Hallock (Utica College)
 - Behavior support: Carlo Cuccaro (Fulton City Schools); Amanda Fenlon (Oswego)
 - Literacy: Roberta Schnorr

At last meeting, Tom Bull suggested that the 6th- and 7th-grade teams from Sandy Creek would be effective presenters for a breakout session. Which strand?

Additional suggestions for presenters in each strand?

2. Update and discussion re: mini-grants for preservice teachers

- Reminder of purpose: support day-long visits by preservice teachers to inclusive S³TAIR-validated schools and subsequent “reporting out” about their learning (at home institution and at Symposium)
- Look at and discuss draft of mini-grant application form.

We have budgeted for 12 grants at \$250 each—hoping that there would be at least one application for each of the 12 member colleges/universities. Given your sense of potential student interest, would it be more compelling to offer 10 grants at \$300 each or even 8 grants at \$375 each ??

How can we ensure that all inclusive S³TAIR-validated schools in or near the Mid-State region are “on board” for these potential visits by preservice teachers? (Their cooperation with this kind of initiative seems at least implicit in their status as validated schools, but we certainly want to make the experience as easy and low-impact as possible for them.) ??

Recall that each member institution has a “point person” who will promote the Symposium to preservice teachers. At institutions where there is more than one Taskforce member, should we ask a different member to run point for these mini-grants—that is, to spread the word and the applications to students?

Should this same Taskforce member be responsible for coaching the preservice teacher (e.g., regarding “look-fors”) before the visit?

Should this person also be responsible for “liaising” between the student and the to-be-visited school, or would it make more sense for Tom Bull (as S³TAIR RFF) to play this role? In either case, should we offer a stipend to this liaison? (It’s not currently budgeted for, but we believe we can move some money around to make it happen.)

3. Update and discussion re: grants for inservice teachers

- Reminder of purpose: support day-long visits to model inclusive schools or classrooms (not necessarily S³TAIR-validated) by inservice teachers from high-needs schools in the Mid-State region that are not currently partnered with a S³TAIR model school
 - For inservice teachers: 6 grants at \$400 per grant (for travel and compensation of substitute)
 - For Taskforce members who “liaise” between the inservice teacher and the to-be-visited school: \$200 per facilitation.

List of promising inclusive schools or classrooms in our region that are not S³TAIR validated—that is, potential visit sites other than those identified by S³TAIR?

If we decided to identify a Symposium point person at each high-needs school (see agenda item 1, above), should we ask this same person, at the same time, to promote these grants?

What should the application for these teacher grants include?

4. Miscellaneous

- Possible connection between our taskforce and the new Teacher Professional Development Network (Kim Rombach)