



With funding from Colorado Campus Compact, Colorado College and UCCS are proud to host an Education Symposium dedicated to highly specialized areas of classroom learning and teaching. Many new teachers report a lack of knowledge and experience to handle such issues as the urban education experience, ELL students, behavioral disorders, special education in the traditional classroom and autism. Come join us for a series of workshops by local experts, and **earn in-service credit if you work in School District 11.**



# EDUCATION SYMPOSIUM

**HOSTED BY  
COLORADO COLLEGE  
& UCCS**

**FRIDAY, MARCH 30, 2012  
9:00am-4:00pm  
Colorado College campus  
FREE!**

**Registration may be completed  
online at:**

<http://www.coloradocollege.edu/education>

**Questions? Contact Debra Yazulla  
Mortenson at 719-389-6472 or  
[debra.mortenson@coloradocollege.edu](mailto:debra.mortenson@coloradocollege.edu)**

## COLORADO COLLEGE

Education Department  
14 E Cache La Poudre  
Colorado Springs, CO 80903

Phone: 719-389-6472

Fax: 719-389-6473

E-mail:

[debra.mortenson@coloradocollege.edu](mailto:debra.mortenson@coloradocollege.edu)



# Workshop Descriptions

## Teaching and Learning in the Urban Classroom

**Manya Whitaker, Colorado College  
Riley Scholar-in-Residence**

In this session, we will overview where and how urban students live, analyze recurring themes present in urban classrooms, and examine successful strategies for teaching in urban settings. We will define 'urban education' and deconstruct what it means to 'learn' in this environment. Issues of class, language, and race will be at the center of discussions and activities.

## Differentiating Instruction for both High and Low Performing Students

**Megan Sheppard & Ginny Owen**

We will provide critical thinking and differentiation strategies for the low and high/ GT students in class. We will emphasize the need for critical thinking pedagogy as teachers should focus not on coverage but rather depth. Maintaining this as a pedagogical goal keeps the focus on pushing all students to think beyond a simple memorization or recall task and demand that students use inquiry and constructivist methods. Low and high performing students benefit tremendously as teachers engage, excite and encourage them to go beyond the comfort zone.



## Children with Clinical Conduct disorders: Strategies for Success!

**Jessica Copeland, associate director of Colorado College's Partnership for Civic Engagement**

Although the majority of behavioral problems in the classroom are not explained by clinical behavioral disorders, children diagnosed with clinical levels of conduct problems nonetheless remain a significant challenge for the classroom teacher. This presentation will outline clinical criteria for and epidemiology of Oppositional Defiant Disorder and Conduct Disorder, and provide an introduction to the ways in which teachers can successfully forge relationships with and promote positive outcomes for children diagnosed with these conditions. Additionally, we will discuss the ways in which these disorders interact with Attention Deficit Hyperactivity Disorder, and how teachers can address these comorbidities.

## Breaking Down the Language Barrier

**Jennifer Duarte & Aimee Dyrek, D20 teachers**

NEP...LEP...FEP...ESL...ELL...ELD...what does it all mean?? And more importantly, what does that mean for me as a teacher? This session will not only de-mystify the acronyms, but we will look at how to best instruct students whose first language isn't English. While we will talk about concepts specifically for ESL students, the strategies we will utilize are good for ALL students. This session will be highly engaging-this is not a sit and get!

## Autism Spectrum Disorder 101

**Cara Woundy, School Psychologist,  
autism specialist**

This session will provide a brief description of Autism Spectrum Disorders, including the proposed changes to the current diagnostic criteria. Attendees will learn and create instructional supports proven effective for educating students with ASD.

## More Acronyms! Using the RtI Framework and IEP's/ILP's

**Vince Puzick, D11  
Instruction, Literacy Facilitator**

Learn strategies to effectively utilize the Response to Intervention framework to identify students for special education services such as Individual Education Plans and Individual Literacy Plans. Special emphasis on Colorado Basic Literacy Act, which mandates ILP's.



## COLORADO COLLEGE

Education Department  
14 E Cache La Poudre  
Colorado Springs, CO 80903

Phone: 719-389-6472

Fax: 719-389-6473

E-mail:

debra.mortenson@coloradocollege.e