

Certificate of Completion

this certifies that

Lisamarie Manning

has completed the following professional development seminar:

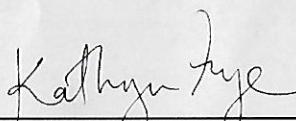
Differentiating Instruction: Access to the General Education Curriculum for All

**held July 20, 2012
at Landmark School
earning 5 Hours**

Participants learned, practiced and viewed DVD classroom footage of Retrofit and Universal Design for Learning (UDL) approaches to differentiating instruction. Topics included defining differentiation, exploring the various rationales for differentiation, and approaches to differentiating the content students learn, the process through which they learn it, and how they demonstrate what they have learned. Participants also examined the relationship of differentiation and Response to Intervention (RTI). In addition, whole class, group, and individualized instructional strategies designed to meet the needs of a diverse student body were examined.

Presenter(s): Richard Villa

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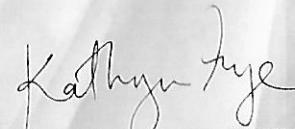
Comprehension Skills in the Content Areas

**held July 23-24, 2012
at Landmark School
earning 10 PDPs**

How do we help students genuinely comprehend and incorporate what they learn into their fund of knowledge? How can comprehension skills be modeled and explicitly taught? How can we facilitate students' critical and creative thinking? This seminar explored best practices for teaching comprehension through a skills-based and content-rich teaching approach. Participants took away practical strategies for presenting content, teaching inferencing, and creating lessons and assessments that enhance comprehension and encourage higher-level thinking skills.

Presenter(s): Charles Newhall

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Language-Based Learning Disabilities and the Neuropsychological Evaluation

held July 13-14, 2015
in Prides Crossing, Massachusetts
earning 10 PDPs

Purpose and Objectives: This introductory seminar focused on identifying students with language-based learning disabilities (LBLD); understanding the differences between LBLD and a non-verbal learning disability (NVLD); and understanding/interpreting the evaluation process including neuropsychological, educational, and speech-language testing. Topics also included how to interpret assessment scores, how to determine the services that are available, and how to develop practical teaching strategies and techniques (remediation vs. accommodation). A brief overview of receptive/expressive language disorders were also addressed.

Assessment of Learning: Participants completed a group project in which they reviewed a Neuropsychological evaluation and presented a student's profile and needs to the class. The project was evaluated on effective integration of the topics and information discussed throughout the course. Additionally, participants read assigned readings from articles that addressed testing procedures, and they conducted web site research and wrote a summary response to an article about the differences between LBLD & NVLD.

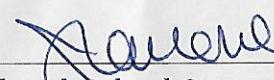
Content Area(s): Leadership/Administration, Curriculum and Instruction-General, Special Education/General

Instructor(s): Melody O'Neil

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Tackling the Tough Texts: Strategies for Teaching Complex Texts to Students with LBLD/Executive Function

held July 16-17, 2015
in Prides Crossing, Massachusetts
earning 10 PDPs

Purpose and Objectives: This two-day seminar presented strategies to help instructors break down complex readings, assignments, and projects. It also outlined ways to encourage students to become increasingly independent in analyzing and thinking critically about what they read and be able to turn those ideas into in-depth written analysis. Additionally, this seminar provided strategies to help students prepare for class discussion, such as note taking techniques that encourage participation and understanding from all students.

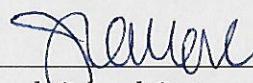
Assessment of Learning: Students completed two journal entries which summarized and included personal reflections on strategies and class readings that were discussed throughout the course. Additionally, participants critiqued a lesson/strategy presented in the course based on the executive functioning domains. Finally, using materials from their own teaching and strategies presented in class, participants wrote and implemented a comprehensive lesson plan that reflected the specific needs of a student.

Content Area(s): English Language Arts/Literacy, Curriculum and Instruction-General, Special Education/General

Instructor(s): Margot Marcou and Kaia Cunningham

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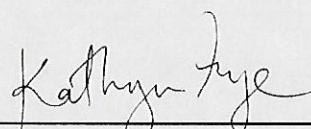
Literacy Across the Curriculum: Make & Take

**held July 26, 2012
at Landmark School
earning 5 Hours**

This seminar introduced ideas for implementing language and literacy activities within reading, writing, literature, mathematics, science, and social studies. The seminar also examined relevant resources to make manipulatives and activities that participants took with them.

Presenter(s): Liz Davis

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Practical Strategies for Building Reading Comprehension

held July 22, 2011

at Landmark School

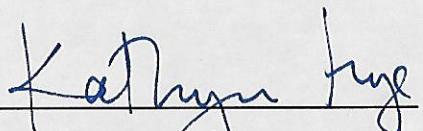
earning 5 Hours

Teaching reading comprehension can present many obstacles that need to be addressed daily in classrooms, resource rooms, and in one-to-one tutorials. This one-day seminar examined many of these obstacles and barriers that detract from or prevent the comprehension of fiction or non-fiction reading selections. The practical visual strategies that were presented, discussed, and practiced in this seminar will facilitate a student's oral and written analysis of the reading selections.

Instructor(s): Santo Brillati

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Improving Spoken & Written Language: From Research to Practice

held July 22-26, September 28 & October 26, 2013

at Landmark School

earning 67.5 PDPs

This Institute focused on enhancing language skill development--listening, speaking, reading, and writing--to improve academic performance. Participants learned about typical and atypical language skill acquisition, the foundation language skills necessary to engage in effective expository discourse, and research-recommended best practices for fostering success in the classroom. The summer portion of the Institute provided the foundation for implementing classroom strategies in the fall; the follow-up portions of the Institute focused on developing a collegial community to discuss the successes, challenges and efficacy of implementing the strategies in the classroom.

Presenter(s): Ann Larsen; Janet Parady

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