

Handouts

Closing the Learning Gap: Unlocking the Mysteries of Progressive Learning

Presenters:

Mr. Henry Ferrer, Principal Oliver Hoover Elementary

Henry A. Ferrer obtained his Bachelor Degree in Science from the University of Florida. He also holds a Master Degree in Science Education from Florida International University and an Educational Specialist Degree from Nova University. Mr. Ferrer has worked in Miami-Dade County Public Schools (M-DCPS) for 35 years. He taught mathematics at Miami Senior High School for 12 years. He served as a Mathematics Curriculum Specialist, middle school assistant principal and elementary school principal. He was Mathematics/Science Supervisor for the district and at the same time served as the Project Director for the Urban Systemic Initiative funded through the National Science Foundation where he had the opportunity to present at numerous district, state and national conferences. Mr. Ferrer worked as Region Director for Curriculum and Region Superintendent in one of the six regions in M-DCPS. Currently, he serves as principal at Oliver Hoover Elementary School in Miami.

Rebeca Koch, Assistant Principal, Oliver Hoover Elementary

Dr. Rebeca Koch obtained her Doctorate of Philosophy from Florida International University. She holds additional Master degrees in Science and Arts from the University of Miami and a B.A. from Queens College in N. Y. City. Dr. Koch has extensive professional experience as an educator. Presently, she is an administrator at Miami-Dade County Public Schools, serving as Assistant Principal at Oliver Hoover Elementary. She has worked as Adjunct Professor at several local universities, including St. Thomas University, Miami Dade College and Union College. As an invited guest lecturer she has presented for pre-service teachers at Florida International University, the Miami Mental Health and the Archdiocese of Miami. She recently presented in a National Convention in Minneapolis, Minnesota, on the Hispanic Child and the Full Service School. Additionally, she participated in a team presentation on The Vision is the Child in Miami, Florida, emphasizing the importance of focusing on the exceptional students' learning styles.

Eva Rodriguez, Reading Coach, Oliver Hoover Elementary

TBA

Elaine Geno, SPED Teacher, Oliver Hoover Elementary

TBA

Closing the Learning Gap: Unlocking the Mysteries of Progressive Learning

Abstract

Nationally, student learning data reveals that student reading performance decreases each year from grade to grade(1). ESOL and SPED students function at a wider gap margin from the regular education counterparts. This presentation addresses strategies to improve the intensity of progressive instruction and efforts to close the performance gap. ESOL and SPED students performance gap.

Introduction

As we examine national longitudinal data, it is observable that students drop their reading performance from 2nd grade to 3rd, 3rd to 4th and 4th to 5th and so on. Additionally, ESOL and SPED students function at a widening gap margin from their regular education counterparts. What can be done to increase student performance? How do educators improve the breath and depth of the students' reading ability? This is not a mystery and thanks to educational research efforts these issues can be tackled with great effectiveness.

Objectives

To learn how to identify a school's available data.

To utilize tools like the School Improvement Plan to promote continued reading progression in subsequent grade levels.

To look at educational practices that may prevent an appropriate instructional pace.

To review Educators Best Practices to increase student reading abilities.

Content

The team will present the latest research information on how to close the performance gap. Participants will explore how the use of data helps to target their specific populations. Further, the team will show how item analysis of instructional benchmarks, teaching pace, and the identification of instructional steps help attain the levels of performance expectancy.

A summary will be included of sound educational planning strategies.

Method of Presentation

A team consisting of the Principal, Assistant Principal for Curriculum, Reading Coach, and a Teacher will facilitate this Power Point presentation with active involvement from the participants. The team will provide handouts with bibliography, theoretical perspectives and strategic approaches explained in the presentation.

1. U.S. Department of Education, National Center for Education Statistics, The Condition of Education 2003. NCES 2003-067.

Bibliography