

SPRING/SUMMER 2022



**ALL CLASSES
OFFERED VIRTUALLY**
thewindwardschool.org/wi

**PROFESSIONAL
DEVELOPMENT**
COURSES, WORKSHOPS, & LECTURES





A message from The Windward Institute

For over two years, The Windward Institute (WI) has offered teachers, practitioners, and families professional development, resources, and advocacy opportunities and continues to expand our reach and impact in the broader educational community. This year The WI continues the crucial work to bring awareness to The Science of Reading (SoR) by connecting the field of literacy research and educators.

While SoR appears to be a new educational term, this deep body of conclusive research on how children acquire literacy skills has been studied across multiple disciplines for decades. The foundational elements of the Science of Reading are interwoven in our course offerings, and our new classes open the opportunity to further connect the research and inform classroom practice for students at any level. Implementing the Science of Reading in practice is an ongoing journey. The WI continues to facilitate opportunities for the community to translate research and practice to better serve all students.

The Windward Institute's focus remains steadfast as highlighted by our partnerships with leading education and research institutions, and schools on the local, national, and international level. These relationships fortify our mission, and we look forward to the growth in engagement as we *increase childhood literacy rates by disrupting the educational status quo to save more lives.*

thewindwardschool.org/wi

Our latest infographic of the **Science of Reading** can be used as a quick reference to continue the conversation on the importance of incorporating explicit, structured, sequential, literacy instruction (ESSLI) to support all readers, and to answer frequent questions such as:



What is the Science of Reading, Really?



What Does the Science of Reading Say?



Why is the Science of Reading Important?



Where Does the Evidence Come From?



What the Science of Reading is Not



For the full infographic, visit
thewindwardschool.org/courses
or scan the QR code:



SCAN

Who We Are

Jamie Williamson

Executive Director
The Windward Institute

Annie Stutzman

Associate Director
The Windward Institute

Danielle Scorrano

Research and Development
Director

Deirdre McKechnie

Coordinator of
Educational Outreach for
The Windward Institute

Najah Frazier

Administrative and
Communications Associate

Erikka Ramkishun

Administrative Assistant

Asante Robinson

Administrative Assistant

Locations

WI WESTCHESTER

NEW LOCATION

1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 908-3551

WI MANHATTAN

212 East 93rd Street
New York, NY 10128
(917) 736-9136

What is The Windward Institute?

The Windward Institute (WI) is a division of The Windward School that serves the broader educational community by providing professional development, forming partnerships, expanding The Windward School's reputation and expertise, and advocating for students with dyslexia and other language-based learning disabilities.

The Windward Institute and The Windward School

The WI serves The Windward School, a coeducational, independent day school dedicated to providing a proven instructional program for children with dyslexia and other language-based learning disabilities. The Windward School is committed to helping students achieve their full potential in preparation for a successful return to a mainstream academic environment. Visit thewindwardschool.org for more information.

Accreditations

The WI is an accredited training center for The International Multisensory Structured Language Education Council (IMSLEC), enabling WI to offer national certification in Multisensory Structured Language Education. The certification program offers extensive coursework and supervision, leading to professional certification. The International Dyslexia Association (IDA) has recognized all IMSLEC-accredited training programs for meeting IDA's Knowledge and Practice Standards for Teachers of Reading.

Graduate Credit

Participating colleges offer graduate credit for WI courses. There are additional fees, hours, and assignments. Call (914) 908-3551 for further information.

The Windward Institute is following safety guidelines recommended by the state due to COVID-19. All Spring and Summer 2022 courses, workshops, and lectures are all currently offered virtually. E-mail wi@thewindwardschool.org for more information.





The Windward Institute Mission

To increase childhood literacy rates by disrupting the educational status quo to save more lives

Class legend:



Administrator



Educator



Parent/
Guardian

WI CLASSES AT-A-GLANCE

WRITING SKILLS

Class	Expository Writing Instruction I, Section 1	Expository Writing Instruction I, Section 2	Unlocking Expository Text: Planning and Teaching Nonfiction Articles in the Middle School Grades NEW	Teaching Students How to Write a Document-Based Questions (DBQ) Essay NEW	Teaching Study Skills: A Vehicle for Writing a Research Paper
Date	Monday – Wednesday, June 27, 28, 29	Tuesday – Thursday, August 23, 24, 25	Wednesday, April 6	Wednesday, May 4	Thursday, August 25
Time	9:00 am – 2:30 pm	9:00 am – 2:30 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm
Fee	\$625	\$625	\$120	\$120	\$120
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continues →

ALL SPRING/SUMMER 2022 CLASSES ARE VIRTUAL



WI CLASSES AT-A-GLANCE

READING SKILLS

Class	Multisensory Reading Instruction: PAF I	Multisensory Reading Instruction: PAF II	Planning Fiction Stories for Young Readers NEW	Data-Driven Instruction: Using Assessment to Guide Student Goals	The Scarborough Reading Rope in Practice: Word Recognition NEW	The Scarborough Reading Rope in Practice: Language Comprehension NEW	Bringing Multisensory Reading Instruction to Practice NEW	Multisensory Reading Practicum: Using the PAF Program	Explicit Reading Instruction NEW
Date	Tuesday – Friday, June 28, 29, 30, July 1	Monday – Thursday, August 29, 30, 31, September 1	Tuesday, March 29	Wednesday, March 30	Thursday, May 5	Thursday, May 12	Four Mondays: May 2, 9, 16, 23	<i>Orientation: Friday, July 8 (1:30 pm – 3:30 pm)</i> Monday – Friday, July 11 – 29	Monday, July 25
Time	9:00 am – 1:00 pm	9:00 am – 1:00 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm	8:45 am – 11:30 am	9:00 am – 1:00 pm
Fee	\$625	\$625	\$120	\$120	\$120	\$120	\$375	\$695	\$225
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LANGUAGE, COGNITIVE, AND SOCIAL DEVELOPMENT

MATH SKILLS

Class	The Language of Instruction for Powerful Learning: Topics and Techniques for Teachers	Working Memory: Information and Strategies for Teachers	Inclusive Language Instruction NEW	Executive Functioning Skills in Children: What You Need to Know and Why It Matters	Practical Applications of Executive Functioning for the Classroom NEW	Strategies to Promote Mathematical Reasoning	Recognizing Error Patterns to Inform Mathematical Instruction NEW
Date	Monday – Thursday, July 18–21	Monday, April 25	Thursday, April 28	Monday, May 9	Tuesday, May 10	Monday – Tuesday, July 18 – 19	Tuesday, July 26
Time	9:00 am – 1:00 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm	4:00 pm – 6:00 pm	9:00 am – 1:00 pm	9:00 am – 1:00 pm
Fee	\$625	\$120	\$120	\$120	\$120	\$450	\$225
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WRITING SKILLS

● Expository Writing Instruction I

Expectations to meet rigorous writing standards begin in the early grades and extend through high school. In this course, Betsy M. Duffy, MS Ed, Director of Language Arts and Instruction at The Windward School, will present strategies for teaching expository writing in all content areas in grades K to 12. The course offers specific evidence-based techniques to add structure, coherence, and clarity to students' expository writing. Instructional guidelines will be presented for developing complex sentences, outlining, writing paragraphs and compositions, and revising and editing. Many exemplars will explicitly demonstrate how to teach the foundational and organizational skills necessary to write an argumentative essay. An overview of how to plan an expository reading lesson as a springboard to writing is now included in the course. This prominent writing program, developed at The Windward School, is based on large statistical research studies for best practices in writing

and utilizes strategies outlined in publications such as the *Elementary and Secondary Institute of Education Sciences (IES) Practice Guides* (Steve Graham, et al.).

Approaches from *Teaching Basic Writing Skills (TBWS): Strategies for Effective Expository Writing Instruction* by Judith C. Hochman and TBWS Templates by Betsy MacDermott-Duffy are incorporated with findings from *Writing to Read: Evidence for How Writing Can Improve Reading* (Graham & Hebert, 2010) and *Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-analysis* (Graham et al., 2017). This writing program can be implemented in general education and special education classrooms across grade K to 12.

This course is offered for one graduate credit. There are additional hours, assignments and fees. For more information about graduate credit, contact the WI prior to registration.

SECTION 1

INSTRUCTOR Betsy M. Duffy, MS Ed
DATES Monday – Wednesday,
June 27, 28, 29
TIME 9:00 am – 2:30 pm
FEE \$625

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Registration closes on June 7, 2022

SECTION 2

INSTRUCTOR Betsy M. Duffy, MS Ed
DATES Tuesday – Thursday,
August 23, 24, 25
TIME 9:00 am – 2:30 pm
FEE \$625

Registration closes on August 9, 2022

NEW

Unlocking Expository Text: Planning and Teaching Nonfiction Articles in the Middle School Grades

Skillful teaching of expository texts can be instrumental for student language development, reading comprehension, and writing skills. In this workshop, Sarah Brown, MA, and Ben Yassky, BA, middle school language arts teachers at The Windward School, will guide teachers of students in grades 5 to 9 through the lesson planning process of expository text. Participants will transform a nonfiction article or text into an enriching, multisensory lesson by learning and applying deliberate steps including:

- selecting an article
- organizing information into a graphic organizer
- generating discussion questions to enrich comprehension and language complexity
- building background knowledge
- integrating writing strategies and structured summary activities while building background knowledge and supporting reading comprehension

Interactive opportunities for practice and collaboration with other participants will allow teachers to immediately begin applying these strategies in their classrooms across content areas.

INSTRUCTORS Sarah Brown, MA and Ben Yassky, BA

DATE Wednesday, April 6

TIME 4:00 pm – 6:00 pm

FEE \$120

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“The writing strategies I learned are now hanging above my desk — an excellent reference that I utilize constantly!”

— CLASSROOM TEACHER,
INDEPENDENT SCHOOL

ALL SPRING/SUMMER 2022 CLASSES ARE VIRTUAL



WRITING SKILLS

NEW

● Teaching Students How to Write a Document-Based Questions (DBQ) Essay

Analysis of Document Based Questions (DBQ) provides a vehicle for students to develop critical thinking skills in social studies. Laura Bellizzi, MS Ed, Windward Middle School Coordinator of Social Studies and teacher of language arts, and Jill Fedele, MS Ed, Windward Middle School Coordinator of Language Arts, will discuss how to teach an effective, structured strategy that will enable students in grades 4 to 12 to successfully analyze historical documents and write a DBQ essay. This workshop will focus on how to instruct students to:

- interpret and categorize primary and secondary sources
- compose complex responses to Document Based Questions (DBQ)
- identify the theme and structure of a DBQ essay using the historical background and task questions
- prepare an outline with a thesis, background information, and supporting documents
- draft a multiple paragraph DBQ essay using expository writing strategies

This explicit and multisensory DBQ methodology is highly effective for students in grades 4 to 12 in general education and special education classrooms as well as tutoring settings.



INSTRUCTORS Laura Bellizzi, MS Ed and
Jill Fedele, MS Ed

DATE Wednesday, May 4

TIME 4:00 pm – 6:00 pm

FEE \$120

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“This workshop was very engaging and helpful because the instructor took us step-by-step and provided the opportunities for us to practice our skills.”

—LEARNING SPECIALIST,
INDEPENDENT SCHOOL

Teaching Study Skills: A Vehicle for Writing a Research Paper

Tim Caccopola, MS, Coordinator of Study Skills at The Windward School, will present specific, sequential, evidence-based strategies for teaching students in grades 5 to 12 the process of writing a research paper. Participants will receive instructional guidelines to build student skills through the process of:

- managing time and organization of resources and materials
- locating reliable resources on topical issues across content areas
- developing a research plan
- note-taking
- sequencing and categorizing research
- preparing an outline
- writing a developed paper with appropriate citations and a bibliography

The strategies presented in this workshop can be implemented for students in grades 5 to 12 in general education and special education classrooms and tutoring settings.

INSTRUCTOR Tim Caccopola, MS

DATE Thursday, August 25

TIME 4:00 pm – 6:00 pm

FEE \$120



READING SKILLS



● Multisensory Reading Instruction: PAF I and II

The Multisensory Reading Instruction: PAF Reading Program is organized in two four-session courses, emphasizing explicit, multisensory techniques for teaching reading, handwriting, and spelling in the primary grades. PAF incorporates the theories and practices of Orton-Gillingham instruction into an early intervention program intended for children at-risk for reading difficulties. The PAF Reading Program can also be used remedially for struggling readers or as an effective beginning reading program for all children in grades K to 5. Topics include instructional practices supported by the latest research on developing accurate and fluent reading comprehension, lesson planning, and curriculum-based assessments.

Deirdre McKechnie, MS Ed, utilizes her tenure as a faculty member of The Windward Institute and years of experience teaching The PAF Reading Program in general in education and special education classrooms, as well as tutoring settings, to apply the theory and practices for teachers across multiple contexts.

PAF I

This course focuses on the foundations of the PAF instructional sequence. Topics include the developmental stages of reading, the synergistic relationship between spelling and reading, and the importance of controlled text. Instructional techniques for teaching phonemic awareness, the alphabetic principle (letters represent sounds), blending, word recognition, and comprehension will be discussed.

INSTRUCTOR Deirdre McKechnie, MS Ed

DATES Tuesday – Friday,
June 28, 29, 30, July 1

TIME 9:00 am – 1:00 pm

FEE \$625 (includes manual)

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PAF II

This course expands upon the instructional sequence from Multisensory Reading Instruction: PAF I. Topics include long vowels, homonyms, morphemes, multisyllable words, spelling rules, testing, and transitioning out of controlled readers into grade-level text.

*Prerequisite: Multisensory Reading Instruction: PAF I
Please contact The Windward Institute to register for this course.*

INSTRUCTOR Deirdre McKechnie, MS Ed

DATES Monday – Thursday,
August 29, 30, 31, September 1

TIME 9:00 am – 1:00 pm

FEE \$625 (includes manual)

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READING SKILLS



● Planning Fiction Stories for Young Readers

NEW

Effective instruction of fiction stories facilitates student reading comprehension skills. This workshop focuses on planning and teaching fiction stories for students from preschool to grade 3. This includes decodable stories for students and more complex stories meant to be read aloud to children. Kate Sullivan, language arts teacher at The Windward School, will explain and model the process of creating a lesson plan with fiction stories including pre-reading, comprehension questions, summarizing activities, relevant writing and teacher modeling through visuals. Opportunities for practice will provide participants with a clear understanding of direct application in general and special education classrooms.

INSTRUCTOR Kate Sullivan, MS Ed

DATE Tuesday, March 29

TIME 4:00 pm – 6:00 pm

FEE \$120

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● Data-Driven Instruction: Using Assessment to Guide Student Goals

An evidence-based multisensory reading program incorporates explicit teaching of foundational skills with consistent assessment of student progress. Effective, continuous use of data in the classroom is a powerful tool to target student needs and inform instructional decisions. Jessica Sorna, MS Ed, Lower School Language Arts Coordinator at The Windward School, will explain and model assessment tools, including the PAF Reading Program proficiency tests to monitor student decoding, fluency, spelling, handwriting, and reading comprehension. These instruments guide teacher planning and instruction toward promoting student progress.

Participants will be able to practice administering and analyzing test results in order to develop appropriate goals for their students in grades 1 to 3 and in general education and special education classrooms. Opportunities for teacher collaboration and presenter feedback will enable participants to immediately implement data-driven instruction in their own classrooms.

The workshop was previously offered as "Where Do I Go From Here?: Using PAF Assessment Tools to Plan Instruction."

Prerequisite: Multisensory Reading Instruction: PAF I. Contact The Windward Institute directly to register for this workshop

INSTRUCTOR Jessica Sorna, MS Ed

DATE Wednesday March 30

TIME 4:00 pm – 6:00 pm

FEE \$120

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“Fundamentally, using data to inform instruction is about impacting student learning.”

—JAMIE WILLIAMSON,
HEAD OF SCHOOL AT THE
WINDWARD SCHOOL



READING SKILLS



NEW The Scarborough Reading Rope in Practice

Scarborough's Reading Rope (2001) remains a current and significant theoretical model in applying the Science of Reading in educational settings. The Reading Rope was developed by Hollis Scarborough, PhD, to identify and visualize the components of skilled reading. In these workshops, Molly Ness, PhD, teacher educator, literacy researcher, and author, will identify the importance of the Reading Rope for reading education, tie each strand of the rope to its specific skillset, and offer strategies and techniques that support their effective implementation in general education and special education classrooms in pre-kindergarten to grade 3.

“We are at an exciting crossroads in reading! As literacy advocates recognize the multifaceted nature of reading development, we are embracing the Science of Reading and understanding how models like the Scarborough Reading Rope inform instruction. This move us towards effective classroom practices, empowering teachers, reading improvement, and equity.”

– MOLLY NESS, PHD

Word Recognition

This workshop focuses on the word recognition skills including:

- an understanding of phonological awareness and its subskills
- knowledge of and strategies to strengthen student decoding
- the role and importance of sight recognition

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INSTRUCTOR Molly Ness, PhD

DATE Thursday, May 5

TIME 4:00 pm – 6:00 pm

FEE \$120

Language Comprehension

This workshop focuses on the language comprehension skills including:

- the importance of background knowledge
- the role of vocabulary
- language structures and their contribution to reading comprehension
- an overview and strategies to support verbal reasoning
- the role of literacy knowledge and how to integrate it in lessons

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P/G

INSTRUCTOR Molly Ness, PhD

DATE Thursday, May 12

TIME 4:00 pm – 6:00 pm

FEE \$120



READING SKILLS

NEW

● Bringing Multisensory Reading Instruction to Practice

Windward Institute instructors Keri Levine, MS, and Deirdre McKechnie, MS Ed, lead a coaching experience and guide a professional learning community for educators currently using multisensory reading instruction. This four week personalized professional learning opportunity is intended for classroom teachers (general education and special education) and reading specialists of students in grades K to 5 who are actively implementing the PAF Reading Program. Each week, participants will work with the instructors to:

- review key instructional practices of the PAF Reading Program through instructor modeling and teaching
- discuss and collaborate on successes and challenges of their instruction
- practice improving their planning, delivery, and assessment
- receive targeted feedback to refine and build their teaching toolbox

Keri Levine is the instructor of the PAF Practicum, special educator, and learning specialist in public schools. Deirdre McKechnie is the instructor of Multisensory Reading Instruction I and II and former classroom teacher at The Windward School and other public and private schools. This experience offers teachers opportunities for expert modeling, coaching, and professional collaboration with colleagues across different school contexts.

Prerequisite: Multisensory Reading Instruction: PAF I. Multisensory Reading Instruction: PAF II recommended but not required. Space is limited. Please contact The Windward Institute to apply for this course.

INSTRUCTORS Keri Levine, MS and
Deirdre McKechnie, MS Ed

DATES Four Mondays:
May 2, 9, 16, 23

TIME 4:00 pm – 6:00 pm

FEE \$375

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Registration closes on April 18, 2022

● Multisensory Reading Practicum: Using the PAF Program

In the Multisensory Reading Practicum, participants implement the skills and concepts acquired in Multisensory Reading Instruction: PAF Part I. Working closely with The Windward Institute faculty member, Keri Levine, MS, participants receive instructional support and mentoring as they plan and teach PAF lessons to students in grades K to 5 in a tutoring setting. During this 15-session practicum, participants utilize diagnostic, formative and summative assessments to enhance instruction; analyze students' strengths and weaknesses to create individualized lessons and receive instructions and daily feedback from the instructor.

Prerequisite: Multisensory Reading Instruction: PAF I

This course is offered for two graduate credits. There are additional hours, assignments and fees. For more information about graduate credit, contact The WI prior to registration.

INSTRUCTOR Keri Levine, MS

DATES Monday – Friday, July 11 – 29

TIME 8:45 am – 11:30 am

ORIENTATION Friday, July 8, 1:30 pm – 3:30 pm

FEE \$695

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Registration closes on July 1, 2022.



“I appreciated gaining a new skill set and structure for approaching reading instruction.”

–TUTOR



READING SKILLS



NEW Explicit Reading Instruction

Explicit instruction, a research-validated approach to providing instruction to students, is foundational for an effective reading program. In this one-day workshop, Devin Kearns, PhD, Associate Professor in the Neag School of Education at the University of Connecticut, will explain and model the elements of explicit instruction, which include:

- clear objectives
- intentional teacher modeling
- opportunities for student practice
- deliberate feedback

Dr. Kearns will demonstrate interactive examples to build participant skills to implement in general and special education classrooms, as well as small group and tutor settings. Instruction will be accompanied by hands-on practice activities for immediate classroom application.

INSTRUCTOR **Devin Kearns, PhD**

DATE Monday, July 25

TIME 9:00 am – 1:00 pm

FEE \$225



LANGUAGE, COGNITIVE, AND SOCIAL DEVELOPMENT

● The Language of Instruction for Powerful Learning: Topics and Techniques for Teachers

All teaching involves talking. Not all talking is teaching. Lydia H. Soifer, PhD, Pediatric Language and Literacy Specialist with over 45 years in private and clinical practice, will teach what all educators need to know about the impact of language on student learning. Participants will:

- understand the role of oral language in literacy development, including decoding, comprehension, and spelling
- learn questioning techniques
- gain strategies for executive function and memory
- acquire the valuable skills to answer, "Who is this child?"

This course aims to provide specific language techniques to use in the moment in any educational setting across grades K to 8, in order to be every child's best teacher.

*Note: This class was updated from Classroom Language Dynamics: The Language of Learning and Literacy.
This course is offered for one graduate credit. There are additional hours, assignments, and fees.*

INSTRUCTOR Lydia H. Soifer, PhD

DATES Monday – Thursday,
July 18 – 21

TIME 9:00 am – 1:00 pm

FEE \$625

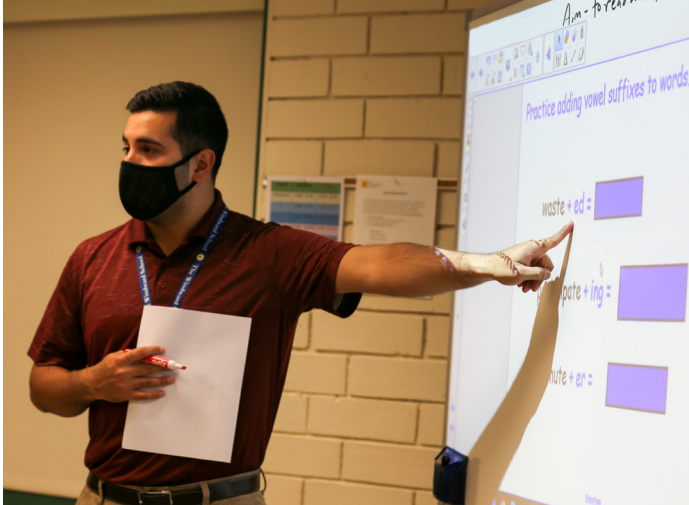


“Language is the vehicle
that drives the curriculum.”

– LYDIA H. SOIFER, PHD



LANGUAGE, COGNITIVE, AND SOCIAL DEVELOPMENT



● Working Memory: Information and Strategies for Teachers

Working memory, a key component of executive functioning and language ability, is essential for effective learning. In this workshop, Lydia H. Soifer, PhD, will discuss the role and impact of working memory on students, ways to recognize working memory failures, and important practical techniques to support and teach those with working memory deficits.

INSTRUCTOR **Lydia H. Soifer, PhD**

DATE Monday, April 25

TIME 4:00 pm – 6:00 pm

FEE \$120

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NEW

Inclusive Language Instruction

In this workshop, Indigo Young, MS, CCC-SLP, assistant professor in the Communication Sciences and Disorders department at MGH Institute of Health Professions, will discuss language instruction through an anti-oppressive lens. Participants will learn specific strategies to address the needs of linguistically diverse students, including English Language Learners and dialect speakers, as well as strategies to create inclusive classrooms for all. Participants will:

- describe language difference versus language disorder
- explore personal beliefs and biases about linguistic diversity
- identify specific strategies and considerations for teaching three components of language (i.e., form, content, use)
- consider ways to create an additive (rather than subtractive) classroom environment

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INSTRUCTOR Indigo Young, MS, CCC-SLP

DATE Thursday, April 28

TIME 4:00 pm – 6:00 pm

FEE \$120

“When educators have kids who have a language disorder and they have a difference in their linguistic background, it becomes important for us to consider that linguistic background...we have to be careful in figuring out if what we’re seeing is a difference or disorder.”

– INDIGO YOUNG, MS, CCC-SLP



LANGUAGE, COGNITIVE, AND SOCIAL DEVELOPMENT



● Executive Functioning: From Home to Classroom

Executive function, a set of cognitive abilities that act as our “brain manager,” is a key foundation for parents and teachers to understand child development. These skills are responsible for self-monitoring, planning, and organizing and are related to both emotional regulation and resilience. It is critical for social development, family relationships, and academics.

These workshops engage participants in the current expertise and practical strategies to support children's executive functioning skills at home and at school. Mark Bertin, MD, developmental pediatrician, will first provide a foundational overview of executive functioning development in children, while Lydia H. Soifer, PhD, Pediatric Language and Literacy Specialist, will share specific techniques to support executive functioning within a framework of cognitive and language development in the classroom.

Executive Functioning Skills in Children: What You Need to Know and Why It Matters

Understanding executive function helps meet children where they are developmentally and increase their likelihood of well-being and success. Decisions we make as adults may also impact the development of executive function in children as it evolves from infancy to young adulthood.

In this workshop, Mark Bertin, MD, developmental pediatrician and author of numerous books on child development, will discuss the latest research on executive function and explain how it can guide educators and parents in making wise decisions with children of any age.

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INSTRUCTOR Mark Bertin, MD

DATE Monday, May 9

TIME 4:00 pm – 6:00 pm

FEE \$120

NEW

Practical Applications of Executive Functioning for the Classroom

In this workshop, Lydia H. Soifer, PhD, Pediatric Language and Literacy Specialist, will provide practical techniques for teachers of students in grades K to 5 in general and special education classrooms to engage their students in the process of being the “boss of their own brain.” Dr. Soifer will demonstrate how executive functioning relates to school success and will provide expert insights to leverage executive functioning to make learning and language tasks more manageable and efficient.

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INSTRUCTOR Lydia H. Soifer, PhD

DATE Tuesday, May 10

TIME 4:00 pm – 6:00 pm

FEE \$120



MATH SKILLS



“I found it helpful to see examples of how vocabulary can be incorporated into daily math. I liked that multiple techniques and strategies were addressed, and I appreciated that ideas for various grade levels were given.”

— TEACHER, PUBLIC SCHOOL

Strategies to Promote Mathematical Reasoning

It is essential for students to acquire a deep understanding of foundational mathematical concepts and skills, and yet, many students struggle with mathematical reasoning. This is an especially difficult area for students with disabilities. In this workshop, Paul Riccomini, PhD, associate professor of education at the Pennsylvania State University, will explain three specific techniques for the:

- scaffolding of mathematical reasoning and thinking through explicit language prompts
- progression of content and skill focusing on the underlying structures of word problems
- utilization of activities for students to analyze solutions to problems

The strategies in this workshop support students in grades 4 to 12 in general education and special education settings and benefit math supervisors and administrators in implementing curriculum and pedagogy.

INSTRUCTOR Paul Riccomini, PhD

DATES Monday – Tuesday,
July 18 – 19

TIME 9:00 am – 1:00 pm

FEE \$450



NEW

● Recognizing Error Patterns to Inform Mathematical Instruction

Students with consistent incorrect answers demonstrate the need for reinforcement of concepts or skills. Math error analysis helps teachers redesign lessons based on specific error patterns occurring in students' solutions. These error patterns can be identified in simple performance data such as chapter tests, quizzes, progress monitoring measures, and benchmark assessments.

Paul Riccomini, PhD, associate professor of education at Pennsylvania State University will explain how to systematically identify and use error patterns to inform instruction. This workshop will address how to:

- identify and recognize common error patterns in students' math solutions to inform instruction
- fit error analysis into the use of student performance data and the data decision-making process
- reteach concepts based on an identified error pattern
- show the progression of challenging skills by breaking them down into smaller steps

This class is recommended for general and special education teachers, math coaches, curriculum coordinators, and interventionists or teachers providing Tier 2 instruction.

INSTRUCTOR **Paul Riccomini, PhD**

DATE Tuesday, July 26

TIME 9:00 am – 1:00 pm

FEE \$225

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“If students don't understand the language of instruction, they're not going to be able to learn whatever we're trying to teach. That is true for the language of math.”

– PAUL RICCOMINI, PHD



THE ROBERT J. SCHWARTZ MEMORIAL LECTURE

The Windward Institute and The Windward School present two free educational lectures open to the public in the spring and fall of each year: the Fall Community Lecture and Robert J. Schwartz Memorial Lecture in the spring. The April 21, 2022 Robert J. Schwartz Memorial Lecture is virtual and free to attend, registration is required.

History

The Robert J. Schwartz Memorial Lecture was established by Ms. Gail Ross in memory of her late husband, Mr. Robert J. Schwartz, a compassionate and dedicated former member of the Board of Trustees of The Windward School. This annual lecture series connects researchers with educators, policy makers and the broader educational community to increase access to the current scientific advances in reading development and instruction, and bridge research and practice.

PAST LECTURES



2021

**Early Identification of Dyslexia:
Research to Practice**

with Hugh Catts, PhD



2019

**What Basic Research on Brain and
Behavior Can Tell Us About Young
Children with Learning Challenges**

with Richard Aslin, PhD



2018

**Educational Neuroscience:
How Cognitive Neuroscience Can
Inform Approaches to Learning**

with Laurie E. Cutting, PhD

TRANSLATIONAL SCIENCE IN READING: Where Have We Been and Where Are We Going?

Translational Science in education is the method by which research informs implementation of pedagogical practice in the classroom. Understanding how to translate scientific findings into practice is an essential part of ensuring that all students receive literacy instruction based in the most current and validated data. To move the needle in reading achievement for all learners, translation must occur across multiple domains simultaneously. Researchers, policymakers, educators, families, and other stakeholders must work together to create an ongoing and open dialogue between Science of Reading (SoR) research studies and analysis, policy reform, evidence-based training, and implementation.

In this lecture, Dr. Emily Solari will address the crucial need for collaboration, how these interdisciplinary fields can come together to narrow the research to practice gap to improve literacy outcomes for all children.

LECTURER Emily J. Solari, PhD

DATE Thursday, April 21, 2022

TIME 7:30 pm – 9:00 pm VIRTUAL

FEE No fee, registration required

To register, visit
thewindwardschool.org/lecture/spring
or scan the QR code:



EMILY SOLARI, PhD

Research Scientist and
Professor of Reading
Education, University of Virginia

Emily Solari is the coordinator and professor in the Reading Education program in the Department of Curriculum Instruction and Special Education. Dr. Solari's scholarship has focused on the prevalence, predictors, and underlying mechanisms that drive reading development with the ultimate goal of developing and testing the efficacy of targeted interventions to prevent and ameliorate reading difficulties. Her work has included intervention development and trials with students who have early profiles of reading difficulties, individuals diagnosed with autism, and English language learners. Her work has been particularly focused on translating the science of reading by engaging with practitioners and policy makers to leverage scientific evidence to improve practice in school settings.





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arobinson@thewindwardschool.org

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