



Increasing Student Achievement Through Small Group Work

Presented by: Jennifer Serravallo

Workshop Details

Date: March 11, 2014

Location: Glacier Canyon, Wisconsin Dells

Time: 8:30-3:00

Cost: Student Achievement Consortium \$75
CESA 5 Center Members \$150
All others \$225

Register:

www.myquickreg.com

Questions?

Contact Vicki Winch at winchv@cesa5.org

Join Jennifer Serravallo as she helps you meet the instructional challenges of RtI by using instruction based on formative and diagnostic assessments, flexible groups and conferences with readers. She will show you how to meet the needs of individual learners so skills can transfer into independent work.

Learn how to maximize small group work to help you enhance your Tier 1 and Tier 2 instruction.

Audience:

Title I teachers, Grades 2-6, special education teachers, Reading Specialists, elementary principals



A Vassar College graduate, Jennifer Serravallo taught grades 3-5 in NYC while working towards her MA. Until 2012, she was a Senior Staff Developer at the Teachers College Reading and Writing Project, where she worked for eight years helping urban, suburban, and rural schools implement exceptional literacy instruction through reading and writing workshops. She has also taught graduate and undergraduate classes at Teachers College and Vassar College on topics of children’s literature and urban education reform.



She is the author of several books on the teaching of reading. Just released in fall of 2013 is the [Literacy Teacher’s Playbook: Four Steps for Turning Assessment Data into Goal-Directed Instruction](#), Grades 3-6. She also recently authored the AEP award winning [Independent Reading Assessment: Fiction](#) (Scholastic, 2012) and [Independent Reading Assessment: Nonfiction](#) (Scholastic, 2013). These are the first and only assessments of whole-book comprehension for readers in grades 3-5 (F&P levels J-W). She is also the author of [Teaching Reading in Small Groups](#) (Heinemann, 2010) and co-author with Gravity Goldberg of [Conferring with Readers](#) (Heinemann, 2006).