

Teachers Network Leadership Institute (TNLI) 2006 Professional Development Workshops Chicago Foundation for Education

Who We Are

The Chicago Foundation for Education's Teachers Network Leadership Institute Program (TNLI) develops the leadership of Chicago's most outstanding teachers to conduct action research in their schools and provides them with an opportunity to share recommendations for improving student achievement with colleagues and educational leaders.

What We Do

TNLI Fellows are full-time classroom Chicago Public School teachers who have conducted action research in their classrooms to increase student achievement and influence education policy based on the realities of the classroom. Fellows have adapted their findings into workshop presentations to assist other teachers in strengthening instruction.

Workshop Presentations

Workshop length and content can be tailored to fit your organization's needs and qualify for Illinois Continuing Professional Development Units (CPDUs). To schedule workshops for your school or organization, or for additional information regarding session fees, contact:

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Language Arts

Improving Fluency and Comprehension Skills

Janet Caluris, 3rd Grade Teacher, Peterson Elementary School

Utilizing Student Reading Journals to Improve Learning and Guide Instruction

Karen Dreyfuss, 3rd Grade Teacher, Sauganash Elementary School
Rosemary Barilla, 5th Grade Teacher, Sauganash Elementary School

Teaching the Writing Process to Immigrant Families

Margie Rogasner, 1st Grade Teacher, Boone Elementary School

Integrating Music into Language Arts Instruction to Stimulate Learning

Julie Buzza, 7th/8th Grade Teacher, Robert Healy Elementary School

Teaching Students to Utilize Reciprocal Teaching Strategies to Improve Reading Comprehension

Janet Caluris, 3rd Grade Teacher, Peterson Elementary School

Using Student Self-Monitoring Charts to Improve Fluency, Comprehension, and Sight-Word Acquisition

Patricia Meegan, Assistant Principal, John Coonley Elementary School

Utilizing the Arts to Improve Reading Comprehension and Literacy Skills

Julie Buzza, 7th/8th Grade Teacher, Robert Healy Elementary School

Motivating Students to Read

Toby Rajput, Cluster 1 Area Librarian, Chicago Public Schools

The Fluency-Comprehension Strand: From Reading to Understanding

Cynthia Brawner, 2nd Grade Teacher, Ignance Paderewski Learning Academy

Instructional Techniques

Utilizing the Action Research Process to Improve Instruction

Toby Rajput, Cluster 1 Area Librarian, CPS, and Janet Caluris, 3rd Grade Teacher, Peterson Elementary School

Developing and Utilizing Meaningful Curriculum-Based Assessments

Joy Reeves, Science Resource Teacher, Claremont Academy

Improving Student Achievement through Teacher Inquiry: A Hands-On Overview of Action Research

Patricia Meegan, Assistant Principal, John Coonley Elementary School

Improving Middle School Students' Research Skills

Margie Smagacz, Assistant Principal, Franklin Fine Arts Academy

Utilizing Museum Resources and Informal Learning Institutions to Increase Student Learning

Joy Reeves, Science Resource Teacher, Claremont Academy

In Search of Connectivity: Utilizing Technology to Develop the Leadership of Middle Grade Students

Suzanne Martinez, Louis Pasteur Elementary School

Facilitating Effective Student Discussions: How to Prepare Students to be Successful

Nora Flynn, History Teacher, Walter Payton High School

Preparing Middle School Students for High School Social Studies

Nora Flynn, History Teacher, Walter Payton High School

Character Education

Teaching Interpersonal Problem-Solving Skills in Primary Grades

Katie Peterson, 1st Grade Teacher, Wendell Smith Elementary School

Utilizing Social Justice Curricula to Improve Literacy in Primary Classrooms

Liz Goss, PreK-2nd Grade Teacher, Legacy Charter School

Teaching to Care: Abolishing Rewards and Punishments in the Inner-City Classroom

Raymond Lau, 5th Grade Teacher, Brian Piccolo Specialty School