



2011

Every Child a Graduate
C O N F E R E N C E

SECTIONAL I BREAKOUTS Thursday, January 13, 2011 10:00 – 11:30 a.m.	
Title: Connecting the Dots: Expanding our Longitudinal Picture of a Student K-12 to Postsecondary ROOM: F Conference Track: Instruction and Intervention	Lead Presenter: Melissa Straw Title: LDS Project Manager Department of Public Instruction
Session Summary: The Wisconsin Department of Public Instruction's Longitudinal Data System (LDS) Project is intended to create tools to facilitate data-driven decision-making for improving individual student's achievement and closing achievement gaps. Wisconsin has received multiple grants to advance and enrich our LDS to support local discussion and analysis. Our P20 initiative is intended to expand the longitudinal picture of students throughout their education pipeline, from Pre-kindergarten through Postsecondary learning. Initially the LDS will utilize the National Student Clearinghouse (NSC) to access postsecondary enrollment data to link with our current PK-12 data, making this data available to districts or schools. Hear how such data may inform analysis and decisions around student achievement in your district.	

Title: Engaging Parents: An Investment that Pays ROOM: G Conference Track: Culturally Responsive Education	Lead Presenter: Bev Schumacher Title: CEO Learning Props Co-Presenter: Culleen Witthuhn Title: Early Childhood Interim Principal Racine Unified School District
Session Summary: Participants will be presented with evidence that acknowledges the value of parent/family involvement in assuring learners of school success. The concept of partnerships with families has long been acknowledged, yet it is a constant need for programs to build those relationships. The session will focus on practices engaging families in building skills from home to support student learning. Schools hold the leadership role in making Parents Partners. While the directives have been clear in engaging parents, the practices have not always produced the intended measurable outcomes. Many of the examples shared will focus on the early years of learning but discussion will extend practices to other levels of learning.	

<p>Title: Evidence of Cultural Diversity for Professional Development Plans</p> <p>ROOM: M</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Henry St. Maurice Title: Research Coordinator Edgewood College</p> <p>Co-Presenter: John Fischer Title: Executive Director, WEA Academy WEAC</p>
<p>Session Summary:</p>	
<p>We will describe and discuss examples of outstanding artifacts and reflections from portfolios and professional development plans. We have been evaluating and researching portfolios for over five years. In this session, we ask participants to evaluate sample artifacts and reflections, then invite them to showcase their own examples of artifacts and reflections that give cogent evidence of culturally responsive educational practices for global citizenship.</p>	

<p>Title: PBIS Goes to Preschool: Linkages Between the Center on the Social Emotional Foundations of Early Learning (CSEFEL) Pyramid Model and School Wide PBIS</p> <p>ROOM: O</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Julie Betchkal Title: Wisconsin Pyramid Model Training Coordinator CESA 11</p> <p>Co-Presenter: Justyn Poulos Title: Wisconsin PBIS Network Coordinator CESA 8</p>
<p>Session Summary:</p>	
<p>Two exciting initiatives are moving forward in Wisconsin. School Wide Positive Behavior Interventions and Supports (PBIS) is a systematic, data-based process of establishing behavioral supports and a social culture for all students in a school. The Program Wide Center on the Social Emotional Foundations of Early Learning (CSEFEL) Pyramid Model is a systematic, data-based process of supporting social emotional competence in children ages birth to five. How are these initiatives related to one another? How can each enhance the effectiveness of the other? Attend this session to learn more about the shared evidence base, linkages, and overlaps of these important Wisconsin initiatives by hearing from the coordinators of both efforts.</p>	

<p>Title: Creating a P.A.W.S.-itive Atmosphere in Your School</p> <p>ROOM: J</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Annette Woller Title: Kindergarten Teacher/P.A.W.S. Coordinator Granton Area Schools</p> <p>Co-Presenter: Renae Guldán Title: 6-12 School Counselor/Dean of Students/Co-Coordinator of P.A.W.S. Janesville School District</p>
<p>Session Summary:</p>	
<p>Positive Attitude + Work = Success (P.A.W.S.) is a community building movement which is creating connections amongst staff, students, and the community. P.A.W.S. works to embrace the diversity in our school and community by integrating character education activities, team building activities, and school spirit amongst all students, staff, and the greater Granton community. P.A.W.S. creates a positive effect on lowering the number of discipline referrals each school year.</p>	

<p>Title: Home is Where Our Story Begins</p> <p>ROOM: K</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Cindy Czarnik-Neimeyer, M.S. Title: Alcohol, Tobacco, and Other Drug Abuse (ATODA) Liaison ThedaCare Behavioral Health Services/Appleton Area School District (TCBH/AASD)</p> <p>Co-Presenter: Norma Czarnik Title: AODA Therapist ThedaCare Behavioral Health Services</p>
<p>Session Summary:</p> <p>Children who grow up in chemically dependent families often learn roles to help themselves survive the chaos. This session will provide information on family roles and the ways those roles are played out in the classroom. Through lecture, discussion, and group activities we will come to understand family roles carried into the classroom as well as the resiliencies children learn to survive and even thrive in the place where their story begins.</p>	

<p>Title: Gardening and Nutrition Education: Nutritious, Delicious, Wisconsin and Got Dirt?</p> <p>ROOM: L</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Jill Camber Davidson Title: Nutrition Education Consultant Department of Public Instruction</p> <p>Co-Presenter: Bill Wright Title: Director of the Organic Learning Center Coordinator of the Community Gardens Program in Brown County – UW Extension</p>
<p>Session Summary:</p> <p>Interested in starting a school garden but unsure where to start? Got Dirt?, a statewide gardening initiative, gives educators the skills and confidence they need to start youth gardens. Participation in a school garden program increases children’s knowledge and consumption of fresh fruits and vegetables to develop healthy eating habits at a young age. School gardens create a hands-on, active learning environment that enriches regular curriculum, including science, math, nutrition education, language, and writing skills. Using research from Wisconsin school garden programs, learn the numerous benefits of gardening and popular gardening techniques.</p> <p>Take your garden into the classroom with the Nutritious, Delicious, Wisconsin curriculum. This unit of instruction brings local foods into the classroom (whether or not you have a garden). This is a fun and interactive way to engage students and parents in learning about Wisconsin. Through local foods, students can explore their community, state, and culture. This curriculum will help engage students in learning and help parents connect to the classroom and community.</p>	

<p>Title: Comparing the SIMS and SWIS Data Collection Tools</p> <p>ROOM: H</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Jonas Zuckerman Title: Education Consultant Department of Public Instruction</p> <p>Co-Presenter: Nicole Beier Title: Coordinator for Statewide PBIS Evaluation and Research Wisconsin PBIS Network</p>
<p>Session Summary:</p> <p>In order to make informed and educated decisions about students, schools are using a variety of data collection tools. Many tools are available, and it is often a challenge for educators to figure out which would work best for their school. This presentation will be an introduction to the School-Wide Information System (SWIS) and the Student Intervention Monitoring System (SIMS). These are both software programs which can be used to implement Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS). Following the overview, the presenters will compare SWIS and SIMS and demonstrate the strengths of each. At the end of the session, participants will have a clear understanding of the capabilities of both SWIS and SIMS, how these tools can help implement RtI and PBIS, and be more informed as to which data tool is best for their situation.</p>	

<p>Title: The Essential Elements of Exemplary Middle Level Education</p> <p>ROOM: E</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Mark Mueller Title: Principal Marshall Middle School</p> <p>Co-Presenter: Shelley Joan Weiss Title: President, WAMLE Wisconsin Association for Middle Level Education</p>
<p>Session Summary:</p> <p>This exciting and fast paced session will provide participants with key information and strategies on incorporating the essential elements of exemplary middle level education programs. The presentation is based on the very successful booklet developed by members of the Wisconsin Association for Middle Level Education. This session has been very popular when presented at conferences and receives high ratings for identifying key elements in a clear and direct manner. Come and contribute to the discussion.</p>	

<p>Title: One Piece of the RtI P.I.E.: Prevention, Intervention, Enrichment</p> <p>ROOM: I</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Jim Curler Title: Principal West Bend Schools</p> <p>Co-Presenter: Kirsten Kletzine Title: Teacher Barton Elementary School</p> <p>Co-Presenter: Angie Wickus Title: Teacher Barton Elementary School</p>
<p>Session Summary:</p> <p>Our P.I.E. process is one piece of our elementary school's RtI framework and we feel it has been the most successful for our students. Each week, grade level teams meet to review student data and plan daily P.I.E. time to engage all students in prevention, intervention, and enrichment activities. Students are matched with teachers with the most experience and success in these components for 30 minutes each day. The collaboration between teachers ensures that every student is challenged and supported in their academic experiences. We will share data to demonstrate the positive changes in our school. The cost of implementing these programs will be shared, as well as our timeframe.</p>	

<p>Title: Educator Supports for Students Impacted by Traumatic Events</p> <p>ROOM: P</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Terry Ehiorobo Title: School Principal Kenosha Unified School District</p> <p>Co-Presenter: Pamela Black Coordinator of Special Education Kenosha Unified School District</p>
<p>Session Summary:</p> <p>Trauma can be described as an experience that produces psychological injury or pain. This interactive session will address the concerns of classroom teachers who have students coping with traumatic events in their lives. As we support and educate these students, many questions arise, such as: "Which classroom strategies support positive behaviors and learning in students coping with trauma?" "What is 'Compassion Fatigue', and how do we as educators, support one another and take care of ourselves while addressing our students' needs?"; "How can my school become informed regarding the effects of trauma on the learning process?" The session will be focused on answering these questions and providing strategies that support learning.</p>	

<p>Title: Having High Expectations for Students with Significant Cognitive Disabilities</p> <p>ROOM: R</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Eva Kubinski Title: School Administration Consultant Department of Public Instruction</p>
<p>Session Summary:</p>	
<p>This session will provide an overview of strategies and methods used to develop effective instruction for students with significant cognitive disabilities. Participants will learn about ways to utilize the Extended Grade Band Standards and provide their students with instruction at grade level that is similar in content to general standards-based grade level instruction, but that takes into account their special learning needs.</p>	

<p>SECTIONAL II BREAKOUTS Thursday, January 13, 2011 1:00 – 2:00 p.m.</p>	
<p>Title: Next Generation Learning Innovation Lab</p> <p>ROOM: B</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Bruce Connolly Title: Director, Center for Education Innovation and Regional Economic Development CESA #1</p> <p>Co-Presenter: Scott Jones Title: Assistant to the State Superintendent Department of Public Instruction</p> <p>Co-Presenter: James Rickabaugh Title: Retired Superintendent Whitefish Bay Public Schools</p>
<p>Session Summary:</p>	
<p>Our future will be about what we believe will improve life options for our children. Our goal is to personalize learning so every child has the opportunity to graduate with world class skills and knowledge. We will get there through engaging authentic student voice and performance based learning. In addition, a comprehensive system of supports and anytime, everywhere learning will make up the core design elements for system change. The Partnership for Next Generation Learning (NxGL) Innovation Lab is developing a new systems design that includes rapid prototyping, common agenda, change management, and a student-centered data core to make life options an opportunity that is available for students.</p>	

<p>Title: Promising Practices in Online Credit Recovery</p> <p>ROOM: C</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Dawn Nordine Title: Director - Wisconsin Virtual School & CESA 9 Instructional Technology CESA 9</p>
<p>Session Summary:</p> <p>Schools are continually meeting challenges and finding ways to overcome hurdles for students facing unique educational challenges. Wisconsin Virtual School (WVS), the Wisconsin Web Academy, as designated by the DPI, provides online alternatives for students needing to make up critical credits for graduation. School districts that are wanting to improve graduation rates for ALL students, trying to get dropout students back in school, have a desire to provide educational equity to each student, or have challenging budgetary concerns while trying to serve EACH student utilize the WVS state-led supplemental online program. Join this session and learn how online learning is particularly well suited for students recovering credit or content, because it allows for individualized instruction, both by the teacher, through the use of course management technology, and with the critical support of a local mentor.</p>	

<p>Title: The State of Specific Learning Disabilities: The Proposed Rule</p> <p>ROOM: D</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Vaunce Ashby Title: Specific Learning Disabilities Educational Consultant Department of Public Instruction</p>
<p>Session Summary:</p> <p>This presentation will focus on changes in the key elements of the proposed Specific Learning Disabilities (SLD) Rule. A detailed description of the rule as it relates to the use and documentation of a response to scientific, research-based, or evidence-based intervention (RtI) system will be shared.</p>	

<p>Title: School Strategies to Engage Students of Poverty: Philanthropy, Advocacy, and Relationships</p> <p>ROOM: E</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Alison Draheim Title: Program Coordinator - McKinney-Vento Homeless and At Risk Program Green Bay Area Public Schools</p> <p>Co-Presenter: Kim Schanock Title: Student Attendance Specialist Green Bay Area Public Schools</p>
<p>Session Summary:</p> <p>The purpose of this presentation is to ensure that barriers to full and equitable access to education and related services for students of poverty are removed or reduced by best practices. The theme is on building relationships with hard to reach parents and families and engaging all families in the learning process. We will provide strategies to ensure students living in poverty have easy access to appropriate and deserved learning opportunities, attend school regularly, acquire basic necessities, and achieve academic parity with their peers AND how to pay for it through advocacy, and securing donations, and community grants!</p>	

Title: Classroom Walk-Throughs 2.0 ROOM: F Conference Track: Instructional Leadership	Lead Presenter: Mark Hansen Title: Chief Academic Officer Pewaukee School District Co-Presenter: Paul Mielke Title: Principal, West Allis Central West Allis-West Milwaukee School District
Session Summary:	
Classroom Walk-Throughs (CWTs) received significant attention in the last few years in education. Participants will discuss what is working with CWT, debate the reflection versus performance feedback rationale, and review a growing number of walk-through options and philosophies. Participants will walk away with details for taking this innovation to implementation and through integration in their school and/or district including leveraging technology in the process.	

Title: Statewide ESP Certificate Program Partnership ROOM: L Conference Track: Instructional Leadership	Lead Presenter: Karen Lietzow Title: Project Director Regional Service Network (RSN) CESA 5 Co-Presenter: Donna Dachelet Title: Paraprofessional Crandon School District Co-Presenter: John Fischer Title: WEA Academy Director WEAC
Session Summary:	
The Wisconsin Education Association (WEA) Academy's ESP Certificate program provides Education Support Professionals with progressively rigorous and focused professional development, assuring learning experiences which contribute to new knowledge and skills directly applicable to the workplace. Partnerships between provider agencies in Wisconsin, e.g., Cooperative Educational Service Agencies (CESAs), are vital to maintaining a wide range of quality learning options. This interactive session includes an overview of the Education Support Professional (ESP) Certificate Program, learning strands, requirements, and personnel development opportunities. Small group discussions include the topics of collaboration, coordination of programs, paraprofessional support, and student achievement. ESP opportunities with CESA 5, as shown by the professional goals of an ESP participant, demonstrate how this effort will raise student achievement. All in attendance will write individual/district goals for paraprofessionals to increase student achievement.	

Title: Junior Achievement of Wisconsin Capstone Programs ROOM: M Conference Track: Culturally Responsive Education	Lead Presenter: Melisse' Wen Title: Capstone Program Manager Junior Achievement of Wisconsin, Inc. Co-Presenter: Cassie Schell Title: Program Manager JA BizTown
Session Summary:	
Junior Achievement of Wisconsin's Capstone Programs combine practical applications in real world situations with classroom learning. JA BizTown and JA Finance Park provide new and innovative ways for students to meet state academic standards while focusing on important elements of community and economy, financial literacy, work readiness, and business management. Following four weeks of teacher led classroom instruction, students participate in an on-site visit to apply, in a realistic setting, what they have learned about the economy, free-enterprise, and the importance of these in communities.	

<p>Title: How to Score With GOALS: Using Growth Data to Inform and Improve Instruction</p> <p>ROOM: J</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Laura Pinsonneault Title: Education Consultant Department of Public Instruction</p>
<p>Session Summary:</p> <p>Measuring student academic growth is a hot topic – whether you’re working as a classroom educator, on school accountability, district improvement, or focused on making every child a graduate – educators of all kinds want more comprehensive data on student achievement. This presentation will introduce you to GOALS: the Growth Oriented Achievement Learning System. Users of this growth system will be able to answer varied achievement questions: how this student’s growth compares to others? Are all the students in my class on track to be proficient this year? Are there gaps in rates of growth between different groups of students? Come learn about the new growth reports that GOALS will provide, and how to take advantage of growth data to inform decisions and improve educational outcomes in your classroom or school.</p>	

<p>Title: Homelessness and Poverty: Essential Strategies and Forms for Working with Highly Mobile Students</p> <p>ROOM: K</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Tamara Sutor Title: School Social Worker and Transitional Education Coordinator Middleton-Cross Plains Area School District</p> <p>Co-Presenter: Ann Forbeck Title: School Social Worker & Homeless Education Coordinator School District of Janesville</p>
<p>Session Summary:</p> <p>South-Central Wisconsin Homeless Liaisons provide information and strategies to develop a comprehensive homeless program, including information on how to work effectively with highly mobile students and their families. Participants receive ready-to-use strategies and take with them information in a handout packet and CD format so that they are able to put the best into practice. Homeless Liaisons share their updated "tricks of the trade" by providing strategies and sample forms in the areas of enrollment, community collaboration, parent involvement, transportation, and academic achievement. Participants take with them ready-to-use information and strategies that they will be able to use immediately in their school districts so they are proficiently in compliance with McKinney-Vento and also enhance the development and implementation of transitional services for highly mobile students within their school district. Don’t miss out on this highly interactive and informational session!</p>	

<p>Title: Relationships, Rigor, and Relevance Using Project-Based Learning</p> <p>ROOM: G</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Jonathan Woloshin Title: Lead Teacher TAGOS Leadership Academy Janesville School District</p>
<p>Session Summary:</p>	
<p>Jonathan Woloshin is lead teacher and co-administrator of the TAGOS Leadership Academy, a project-based charter school in Janesville. Jonathan will spend time talking with participants about project-based learning and how to establish increased rigor, relevance, and relationships with students through this process. Through lecture and discussion, participants will receive a brief overview of project-based learning in order to better understand how project-based schools work. Participants will define rigor and relevance and learn how to build these into the project-based learning process in order to increase student performance, raise test scores, and build independence in learning as these apply to the participants' own educational settings. Participants will learn how to make benefit of the small school environment and how to create relationships and advisories that foster and build hope which has been shown to correlate highly with student achievement.</p>	

<p>Title: Learn the Strategies that Took this School from Identified to Glorified</p> <p>ROOM: I</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Claudia Orr Title: Principal Green Bay Area Public School District</p> <p>Co-Presenter: Nicole Marinin Title: Bilingual Literacy Coach Green Bay Area Public School District</p>
<p>Session Summary:</p>	
<p>Learn about the multiple strategies that were pulled together and implemented to meet adequate yearly progress (AYP). Eisenhower Elementary, one of the highest poverty schools of the district, made the most significant growth in proficiency percentages of the 26 elementary schools in the Green Bay Area Public Schools. In this session, you will learn about the workshop approach this school uses in order to meet the needs of all learners as well as the Comprehensive Intervention Model that supports all struggling readers.</p>	

<p>Title: Wisconsin Support of New Administrators - Mentoring through AWSA</p> <p>ROOM: N</p> <p>Conference Track: Instructional Leadership</p>	<p>Lead Presenter: Shelley Joan Weiss Title: Lead Trainer for the Association of Wisconsin School Administrators Mentor Program Self-Employed</p> <p>Co-Presenter: Paul Herrick Title: Principal, DeForest Area Middle School DeForest Area School District</p> <p>Co-Presenter: John LaFleur Title: Associate Principal, Muskego High School Muskego School District</p>
<p>Session Summary:</p>	
<p>Participants who may be interested in entering administration or who have recently entered administration will learn about opportunities to have experienced administrators support their work as mentors. Participants will share their experiences as both new and experienced administrators, as both protégés and mentors. Participants will be encouraged to question presenters on their experiences and learn about the support offered through the Association of Wisconsin School Administrators (AWSA) mentoring program.</p>	

<p>Title: In with the New: Addressing the Needs of the 21st Century Learner</p> <p>ROOM: H</p> <p>Conference Track Instruction and Intervention</p>	<p>Lead Presenter: Stephanie Reid Title: 8th Grade Language Arts/Reading Teacher School District of River Falls</p>
<p>Session Summary: The world of education is constantly changing and evolving, and it is essential that teachers and their teaching move with the times and stay relevant to students. One of our goals as educators is always student engagement. 21st century technologies should play a key role in the modern classroom, as should ideas about tailoring lessons and tasks to each individual student. An array of ideas will be shared!</p>	

<p>Title: Two Years of CREATE</p> <p>ROOM: P</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Ronald Dunlap Title: Coordinator of CREATE Wisconsin CESA 6</p> <p>Co-Presenter: Mary Kampa Title: Project Coordinator of CREATE CESA 11</p> <p>Co-Presenter: Barbara Van Haren, Ph.D. Title: Director of Special Education Services CESA 1</p> <p>Co-Presenter: Jayne Vandehey Title: Project Coordinator of CREATE G Early Childhood Culturally Responsive Initiative CESA 8</p>
<p>Session Summary: The purpose of this presentation will be to update participants on the progress of Culturally Responsive Education for All: Training and Enhancement (CREATE) over the past two years. Four of the components, including culturally responsive classroom practices, will be presented. This year we will share the early childhood project for Native American children. Participants will also hear about the district needs assessment and its impact.</p>	

<p>Title: Academic Literacy Support: From Conception to Creation to Connection</p> <p>ROOM: Q</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Peg Grafwallner Title: Academic Literacy Support Teacher Wauwatosa School District, Wauwatosa West High School</p> <p>Co-Presenter: Carol Brown Title: Teacher Wauwatosa School District; Wauwatosa East High School</p> <p>Co-Presenter: Pat Gilbert Title: District Teacher Leader Wauwatosa School District</p>
<p>Session Summary:</p> <p>In response to a need for intervention, an Academic Literacy Support high school course was created as a means to model, teach, and utilize literacy strategies across content areas. This presentation will illustrate the year-long process of creating a course built on best practice and the most recent research data. A literacy matrix of skills and strategies will be included. Handouts and student examples will be provided.</p>	

<p>Title: Developing a District Math Leadership Team</p> <p>ROOM: R</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Gerry Shinnors Title: Math Teacher School District Of South Milwaukee</p> <p>Co-Presenter: Joe Giera Title: K-12 Math Coordinator and Math Teacher School District Of South Milwaukee</p> <p>Co-Presenter: Tammy Lind Title: Technology Integration Teacher School District Of South Milwaukee</p> <p>Co-Presenter: Paige Richards Title: Elementary Math Specialist School District Of South Milwaukee</p>
<p>Session Summary:</p> <p>Come learn how the South Milwaukee Math Leadership Team has grown over the years to become a highly effective and productive K-12 leadership team. We will share our plan for ongoing professional development, addressing mathematical thinking across multiple grade levels and buildings. This district leadership team will present how the effective use of technology has increased the collaborative structure of our team.</p>	

SECTIONAL III BREAKOUTS

Thursday, January 13, 2011

2:15 – 3:45 p.m.

Title: Wisconsin Mathematics and English Language Arts Common Core Standards for All Teachers and All Students

ROOM: F

**Conference Track:
Instruction and Intervention**

Lead Presenter: Paul Sandrock
Title: Assistant Director, Content and Learning Team
Department of Public Instruction

Co-Presenter: Diana Kasbaum
Title: Mathematics Consultant
Department of Public Instruction

Co-Presenter: Lisa Arneson
Title: Literacy & Curriculum Specialist
CESA 5 – Center for School Improvement

Session Summary:

Wisconsin's new Common Core Standards are for all teachers and all students. While providing specific guidance for teaching mathematics and English language arts to students in grades K-12, specific standards for developing students' literacy are also outlined. Literacy becomes the responsibility of all educators at all levels in all subject areas. Examine together with presenters the standards' essential understandings in English language arts, mathematics, and literacy and what it will take to implement this document across all areas of the curriculum. Explore examples of standards-based curriculum, assessment, and instructional strategies to improve student learning. Effective instruction is the key to implementation of the new standards.

Title: Elementary Literacy and the Daily Five - Our Journey to Implementation

ROOM: C

**Conference Track:
Instruction and Intervention**

Lead Presenter: Ryan Welnetz
Title: Principal - Suamico Elementary
Howard-Suamico School District

Co-Presenter: Mary Huberty
Title: Literacy Specialist
Howard-Suamico School District

Co-Presenter: Lisa Josephs
Title: Literacy Specialist
Howard-Suamico School District

Session Summary:

The Daily Five is a classroom management system created by "the 2 Sisters," Gail Boushey and Joan Moser, to help develop students' stamina in authentic literacy activities. The Daily Five include: read to self, read to someone, listen to reading, work on writing, and word work. This presentation will give a general overview of how the Daily Five was implemented school-wide at Forest Glen Elementary and Suamico Elementary in the Howard-Suamico School District over the past few years. Attending this session will allow the participant to witness how this concept was specifically put into practice at these two elementary schools including the celebrations and considerations discovered along the path to systematic implementation. The participant will also hear the key first-steps in executing this process and have an opportunity to discuss how these steps may apply to their individual school and districts.

<p>Title: Leading in a Perfect Storm: PK-12 Response to Intervention</p> <p>ROOM: D</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Lori Ott-Mueller Title: Director of Instruction Marshall School District</p> <p>Co-Presenter: Barb Sramek Title: District Administrator Marshall School District</p>
<p>Session Summary:</p>	
<p>Learn how district leaders challenged beliefs and created structures to ensure equitable access to the core curriculum and raise achievement for all students. Presenters will share their collaborative approach to implementing Response to Intervention as a district-wide general education initiative and school improvement process. Strategies, tools, and data will be provided to emphasize the power of a balanced assessment framework in guiding instructional decision-making and crafting interventions to successfully close the achievement gap.</p>	

<p>Title: Grading for the 21st Century</p> <p>ROOM: E</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Mary Ellen McCormack-Mervis Title: International Baccalaureate Diploma Program Coordinator Reagan College Preparatory High School, Milwaukee</p> <p>Co-Presenter: Jennifer Bond-Riggenbach Title: International Baccalaureate Middle Years Coordinator Wedgewood Park International School</p> <p>Co-Presenter: Carol Stein Title: International Baccalaureate Middle Years Coordinator Reagan College Preparatory High School</p>
<p>Session Summary:</p>	
<p>Whether intentional or not, grading systems often penalize students in ways that not only thwart their success, but also indicate an inaccurate picture of their acquired knowledge. Grading for the 21st Century invites teachers to consider a standard-based grading system in which students provide evidence for what they know. Teachers decide what grade or subject bench marks must be met in order to determine student success and then plan lessons that create unique opportunities for students to exhibit their level of their knowledge and understanding. This new system does away with the line of zeros in a grade book that dooms students to certain failure. Providing more structure for students and less work for busy teachers, this strategy presents a new view of grading that will have your students excited about their progress. Learn how easy it can be to accurately assess the development of your students.</p>	

Title: The Next Five Years: The Common Core and Systemic Transformation in Wisconsin	Lead Presenter: Emilie Amundson Title: Education Consultant Department of Public Instruction
ROOM: B	
Conference Track: District and School Improvement	Co-Presenter: Laura Pinsonneault Title: Education Consultant Department of Public Instruction
Session Summary:	
<p>This session will provide a detailed plan of Wisconsin's five-year phase-in of the standards and assessment system aligned to the Common Core. We will walk through the vision, goals, and plans for adoption, implementation, and assessment of these standards. Information will be provided on the development of curriculum frameworks, model units of instruction, online assessments, and the proposed role of Wisconsin educators in each of these areas. The session will also cover performance assessments and how they will be factored in to the new assessment system. Educators will be heavily involved in the development of this system - come learn how you can impact this effort and promote higher achievement for our students!</p>	

Title: How to Move a Mountain: Systems Change to Support School Improvement	Lead Presenter: Ed O'Connor Title: Educational Consultant and Instructional Data Coach Midwest Instructional Leadership Council
ROOM: G	
Conference Track: District and School Improvement	Co-Presenter: John Faust Title: Executive Director Midwest Instructional Leadership Council
	Co-Presenter: Elizabeth Freeman Title: Educational Consultant and Instructional Data Coach Midwest Instructional Leadership Council
Session Summary:	
<p>Over the past several years professional conversations (journal articles, books, workshops, conferences) have been inundated by discussions of general principles and strategies for implementing problem solving models of service delivery. There has been, however, only limited discussion of the challenges of implementing problem solving models within the existing systems and routines of educational institutions. As a result, many enthusiastic school leaders have found that the implementation of problem solving models and RtI procedures very quickly evolve to look and act like traditional models of service delivery. This undesirable outcome likely results from the failure to thoughtfully and systematically address systems change issues as part of the implementation process. This workshop will discuss these systems issues and provide recommendations for addressing those that may impede efforts to establish sustainable and effective problem solving models.</p>	

<p>Title: Milwaukee Street Academy: A Second Chance at a New Beginning</p> <p>ROOM: H</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Paul Skofronick Title: Director of Pupil Services Tomah Area School District</p> <p>Co-Presenter: Donna Bautch Title: Alternative Education Teacher Tomah Area School District</p> <p>Co-Presenter: Mandy Hoffman Title: Alternative Education Teacher Tomah Area School District</p>
<p>Session Summary:</p> <p>Learn how the Milwaukee Street Academy alternative education program in Tomah is thriving using an interdisciplinary approach to the GED Option II. See examples of student portfolios that focus on employability skills, life skills, financial literacy, and civic responsibility while integrating language arts and math skills. Also, see examples of student success using a multi-media approach including PowerPoint, student created yearbooks, graduation and testing data, and service learning projects. Get an in-depth look at a rigorous alternative program that has graduated 140 students in the last five years. Participants will learn effective strategies to address the needs of at-risk youth in an alternative setting. The integration of these activities not only reinforces and incorporates the reading, writing, and math skills needed to pass the HSED, but also helps students develop the life skills and protective skills they need to be successful as adults.</p>	

<p>Title: Common Core State Standards and Reading in the Content Area</p> <p>ROOM: I</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Denise Pheifer Title: Executive Director Wisconsin ASCD</p> <p>Co-Presenter: Patricia Chase Title: Consultant Chase/Pheifer & Associates</p>
<p>Session Summary:</p> <p>The Common Core State Standards provide a scaffold for students in K-12 to learn to comprehend informational text. Educators need to be aware of the linkage between and among grade levels in order to maximize student learning as they progress through a range of increasingly sophisticated texts. Effective strategies include: using text features and text structure, compare and contrast, understanding domain-specific vocabulary, and summarizing. What does instruction in these effective strategies look like at different levels? How these strategies develop as students mature will be modeled, providing participants with an overview of the critical continuum of skill development necessary for student success.</p>	

<p>Title: Dare to Dream! The Phuture Phoenix Mentoring Model Serving At-Risk Youth</p> <p>ROOM: R</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Kim Desotell Title: Director Phuture Phoenix, UW-Green Bay</p> <p>Co-Presenter: Stephanie Cataldo Pabich Title: Associate Director Phuture Phoenix- UW-Green Bay</p> <p>Co-Presenter: Amy Bindas Title: Washington Middle School Principal Phuture Phoenix- UW-Green Bay</p>
<p>Session Summary:</p>	
<p>Student success in school is due to many factors - and collaboration is often the key. Come learn about an effective collaboration between several K-12 districts in Northeast Wisconsin and the University of Wisconsin - Green Bay. The award winning Phuture Phoenix program, based at UW-Green Bay, utilizes pre-service education majors to support the academic success of at-risk youth. Starting with a 5th grade field trip and following through middle and high school, learn about ways college students in your area may be able to assist in sending a college message, while also tutoring and mentoring struggling students. Since 2003, Phuture Phoenix has assisted over 7,500 students in Title I buildings with 1,000 of those students served this past year.</p>	

<p>Title: From Chaos to Collaboration</p> <p>ROOM: K</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Stephanie Feldner Title: Principal Menominee Indian School District / Menominee Indian Middle School</p>
<p>Session Summary:</p>	
<p>Through a combination of collaboration, consistency, community, and a healthy dose of insanity, Menominee Indian Middle School has been able to move from a school in need of improvement to a school that has been recognized at both the state and national levels for raising student achievement. Find out the steps we took to begin this journey and leave with tools that you can use to start your school on the path to success.</p>	

<p>Title: Using Surveys of Enacted Curriculum (SEC) with the Common Core</p> <p>ROOM: L</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Jacqueline Iribarren Title: Title III, ESL & Bilingual Education Consultant Department of Public Instruction</p> <p>Co-Presenter: Shelley Lee Title: Consultant, Science Education Department of Public Instruction</p>
<p>Session Summary:</p>	
<p>This session will provide participants with a deeper understanding of Wisconsin's state standards including the common core standards. We will illustrate the relationship between the former model academic standards and the newly adopted common core standards in English language arts and mathematics. The session will help a district use the Surveys of Enacted Curriculum (SEC) to determine how closely aligned the district's curriculum is to the common core and other state standards. As districts begin the work of revising local curriculum and aligning their curriculum to the common core, the SEC alignment tool will be a valuable asset to this effort.</p>	

<p>Title: Another Kind of Bullying: Preventing and Addressing Anti-Gay Bullying and Harassment</p> <p>ROOM: M</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Brian Juchems Title: Program Director Gay Straight Alliance for Safe Schools</p>
<p>Session Summary:</p>	
<p>Anti-gay bullying and harassment continue to be prevalent in our schools. This behavior has a negative impact on all students regardless of their sexual orientation or gender identity. What can you do as school staff to help your team develop a common response to this problem? This workshop will offer concrete steps for addressing anti-gay and a broad range of bullying issues, identify strategies for supporting the targets of this behavior, and provide you with a rationale for why we need to take action.</p>	

<p>Title: Supporting Adolescents At-Risk of Dropping Out: A Case Study of a Successful High School</p> <p>ROOM: A</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Janene Beck-Hafner, Ph.D. Title: Director of Special Education/Coordinator of Summer Programs Unified School District of Antigo</p>
<p>Session Summary:</p>	
<p>High school administrators and staff are continuously finding ways to assist adolescents who are struggling with the cognitive, physical, social, and emotional challenges of high school. This session presents a case study which focused on administrator, teacher, and student perspectives of strategies that are implemented to assist struggling students. The data presented provides detailed descriptions of the strategies being used to reach students who are becoming “at-risk” of not graduating from high school, and discusses the commonalities between the data collected from the administrators, students, and teachers who participated in the study.</p>	

<p>Title: Prepare Your Global Education Teachers for Success with English Language Learners</p> <p>ROOM: O</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Rebecca Zambrano Title: Instructor, School of Education Edgewood College</p> <p>Co-Presenter: Erin Teksten Title: Program Assistant, TESOL/bilingual Teacher Education Program Edgewood College</p>
<p>Session Summary:</p>	
<p>Workshop participants will learn about the Connecting Teachers of English Language Learners (CTELL) model of professional development for mainstream teachers who want to provide high quality instruction and a content language development focus for their English language learners. Participants in this workshop will get a hands-on, interactive taste of effective practices in professional development. Participants will also have the opportunity to view and discuss samples of work by teachers who have completed this online and face-to-face professional development program. The CTELL program is funded by a Federal grant through the Office of English Language Acquisition.</p>	

<p>Title: Moving from Mentoring to Coaching</p> <p>ROOM: P</p> <p>Conference Track: Instructional Leadership</p>	<p>Lead Presenter: Jackie Drummer Title: Differentiation Specialist/Gifted & Talented Coordinator School District of South Milwaukee</p> <p>Co-Presenter: Rita Olson Title: Superintendent School District of South Milwaukee</p>
<p>Session Summary:</p>	
<p>New teachers come to districts with a variety of experiences and needs. While mentoring programs can jump-start their work, how can districts continue to meet the needs of new teachers and their mentors? How can districts create sustainable, collaborative relationships? In this interactive workshop, participants will discuss the difference between mentoring and coaching, understand why coaching is an effective instructional enhancement tool, and learn about basic coaching skills and formats. The presenters will share research on professional development, model mentoring and coaching techniques, and provide opportunities for reflection, discussion, and action planning.</p>	

<p>Title: Wisconsin Charter Schools: Which Schools Succeed and Why</p> <p>ROOM: Q</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Margaret McMurray Title: Consultant Department of Public Instruction</p> <p>Co-Presenter: Barry Golden Title: Consultant Department of Public Instruction</p>
<p>Session Summary:</p>	
<p>Charter schools are the new public school laboratories. This presentation will include a panel discussion about innovative curricular models that are very popular with parents, students, and school staff and have already resulted in great student achievement: project-based learning (PBL) charter schools, green/environmental charter schools, Montessori charter schools, and charter schools for the arts. Presenters will include charter school teachers and administrators from high schools, middle schools, and elementary schools across the state. DPI charter school consultants will moderate the panel and be available to answer specific questions related to state laws and charter school funding.</p>	

<p>Title: Creativity in the Classroom</p> <p>ROOM: J</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Mel Pontious Title: State Fine Arts Consultant Department of Public Instruction</p>
<p>Session Summary:</p>	
<p>Current research shows that creative students succeed in school and become creative adults who will enrich the culture in which they live and will become a positive force in the coming creative economy. This session will discuss the importance of creativity in student self-realization, motivation, engagement, achievement, and higher order thinking. Specific examples of ways to incorporate creativity into the classroom and how teachers can lead students to be creative in the normal work of a standards-based curriculum will be discussed including the project-based model Student Centered Learning in the Arts program. Participants will form small groups and discuss ways to implement the various strategies described. An action research protocol will be described. The session will end with a question and answer discussion.</p>	

SECTIONAL IV BREAKOUTS
Friday, January 14, 2011
9:30 – 10:30 p.m.

Title: Informal Q & A w/Keynote	Keynote: Dr. Richard Halverson
ROOM: LECTURE HALL	
Session Summary:	
This session is for in-depth discussion with our Keynote Presenter.	

Title: Using Humor to Engage and Learn	Lead Presenter: Peter Jonas
ROOM: C	Title: Professor, Chair of Doctoral Leadership Department Cardinal Stritch University
Conference Track: Instruction and Intervention	
Session Summary:	
Humor is not only beneficial for relieving stress in the classroom, but research shows that it has many positive effects for educating the whole child and can be used to reshape learning into a more positive environment. Educational research points to the fact that the use of humor in the classroom not only promotes learning but engages students and can be used for differentiation. This presentation will explore the use of humor, differentiation, and technology in the classroom to promote high quality instructional practices. Through the use of effective research and brain-based concepts, the presentation will integrate theory with easy to follow, research-based guidelines and examples of humor to improve teaching, increase learning, and enhance the educational environment.	

Title: Seven Proven Strategies for Creating Positive Classrooms to Increase Academic Achievement and Improve Behavior	Lead Presenter: J. Allen
ROOM: D	Title: Consultant Positive Action, Inc.
Conference Track: Instruction and Intervention	
Session Summary:	
This presentation will detail the importance of developing positive classrooms and schools in improving graduation outcomes. It will cover seven evidence-based strategies with corresponding tools that enable teachers to implement the strategies successfully: 1. Make learning relevant to students; 2. Create a classroom Code of Conduct; 3. Teach positive behavior; 4. Instill intrinsic motivation; 5. Reinforce positive behaviors; 6. Engage positive role models; and 7. Always stay positive.	

<p>Title: Breaking the Comprehension Puzzle into Manageable Pieces</p> <p>ROOM: E</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Kris Rangel Title: Educational Consultant CESA 11</p>
<p>Session Summary:</p> <p>This session will give you the necessary tools to help students monitor their comprehension utilizing thinking strategies. Monitoring comprehension is a process that will increase higher level thinking, foster engagement, and improve reading achievement. This session includes the activities and lessons developed by Kris Rangel and Betsy Haltinner which were piloted in the Transitional Skills Center Alternative Education Program and the Middle School Reading Classes. These lessons are based on Cris Tovani's research presented in her book, Do I Really Have to Teach Reading. Kris Rangel has served as a Kindergarten Teacher, a Reading Specialist/Instructor and a Title 1 Coordinator/Instructor for the Glenwood City School District during her 18 years with the district. She currently works at Cooperative Educational Service Agency 11 as an Educational Consultant. Betsy Haltinner has been the Alternative Educator for the past eight years for the Glenwood City School District.</p>	

<p>Title: A School Wide Staff Differentiation Fair: An Awesome Collaborative Tool For Teachers and Administrators</p> <p>ROOM: F</p> <p>Conference Track: Instructional Leadership</p>	<p>Lead Presenter: Jill Bartelt Title: Third Grade Teacher and Differentiation Trainer Slinger Elementary School</p> <p>Co-Presenter: Sue Lutz Weisse Title: Principal School District of Slinger</p>
<p>Session Summary:</p> <p>Come to the Fair: A Differentiation Fair! Hear about a recent school's experience in conducting a staff differentiation fair and witness the engaging, collaborative displays used in the fair. Learn the steps involved in the planning process for grade level teams, and receive valuable handouts produced by numerous fair participants to share with YOUR teams of educators.</p>	

<p>Title: The Workshop: A Cross-Curricular Approach to Delivering Instruction that Reaches Every Child Every Day</p> <p>ROOM: G</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Lynsey Fleck Title: K-1 Teacher Lake Geneva Joint #1 School District</p> <p>Co-Presenter: Julie Aldrich Title: Kindergarten Teacher Lake Geneva Joint #1 School District</p> <p>Co-Presenter: Ana Bentin Title: 2-3 Teacher Lake Geneva Joint #1 School District</p>
<p>Session Summary:</p> <p>Do you find that there is never enough time to give each child the amount of personalized instruction that he/she deserves? This session will help you plan and implement a workshop-style environment in all curricular areas to increase student achievement and engagement while providing a way to organize your time and maximize the amount of individual and small-group instruction provided. You will leave this session with an understanding of how to set up instructional blocks to reach every child at his/her level, including yearly planning guides, sample activities, schedules for grade levels K-3, and a list of resources, to help you get started right away. The format presented in this session incorporates elements from the approaches presented by such leaders in reading education as "The Sisters," Fountas and Pinnell, and Lucy Calkins.</p>	

<p>Title: Movin' On Up-Planning for Post-Secondary Success</p> <p>ROOM: L</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Jeffrey Walters Title: High School Principal School District of Mishicot</p> <p>Co-Presenter: Amber Fox-Brewer Title: 6-12 Guidance Counselor School District of Mishicot</p> <p>Co-Presenter: Marcia Waldron-Kuhn Title: Academic Advisor/Social Studies Teacher School District of Mishicot</p>
<p>Session Summary:</p> <p>This presentation will focus on what can be done at the secondary level to prepare students for their post-secondary plans. See how Mishicot has facilitated a process of post-secondary planning from middle school to high school. Consider how advisement sessions for all students and a portfolio graduation requirement can support student preparation.</p>	

Title: Differences in How Boys and Girls Learn ROOM: I Conference Track: Culturally Responsive Education	Lead Presenter: David Allen Title: Curriculum and Instruction Consultant CESA 3
Session Summary:	
This session will look into the differences in learning between boys and girls in our classrooms. Participants will explore some of the "hard wiring differences" that affect learning. The session will focus on what classroom teachers and principals do to make classrooms and schools as "gender friendly" as possible. Materials for the session have been developed from three books written by Dr. Leonard Sax. (Why Gender Matters, Boys Adrift, and Girls on the Edge). This session will look at assumptions and attitudes regarding how children learn and may cause changes in approach with different genders.	

Title: Senior Exit Project ROOM: M Conference Track: Instruction and Intervention	Lead Presenter: Jeff Maves Title: Teacher School District of West Salem Co-Presenter: Mark Carlson Title: Principal School District of West Salem Co-Presenter: Nicole Ellefson Title: LMC Director School District of West Salem
Session Summary:	
The history of why, when, and how West Salem High School (WSHS) developed and implemented the Senior Exit Project (SEP) over the past ten years is the main focus of this session. Information regarding how the SEP demonstrates authentic assessment, faculty collaboration, and building-wide curricular integration will be highlighted. WSHS is the only high school in Wisconsin to be nationally certified for the Senior Exit Project! Tools for implementing this process will be included.	

Title: "Talk-Through Protocol": A Tool for ESL/Bilingual Program Review ROOM: K Conference Track: District and School Improvement	Lead Presenter: Sheila Hopkins Title: TESOL Program Coordinator & Advisor Edgewood College Co-Presenter: Erin Teksten Title: TESOL Program Assistant Edgewood College
Session Summary:	
In an effort to develop a "Talk-Through Protocol" for educators working with bilingual learners, Edgewood College and Wisconsin Teachers of English to Speakers of Other Languages (WITESOL) have brought together educators, community leaders, and families of bilingual students in a variety of settings to foster dialogue among colleagues for improving bilingual and English as a Second Language (ESL) education. We have identified five categories of service improvement: A. Engaging instruction for bilingual learners; B. Family engagement in school community; C. School environment that honors all cultures; D. ESL/Bilingual programming and school-wide collaboration; and E. Data collection and collaborative data use by administrators, teachers, staff, families, and community. Participants will view the results of several community collaborations through which the protocol was designed, and learn practical tools to assist in discovering areas of successful ESL/Bilingual programming as well as areas needing program change. For additional information go to https://sites.google.com/site/talkthroughprotocol/	

<p>Title: Multicultural Planning: Reaching ALL Students</p> <p>ROOM: H</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Catherine Cullen Title: Education Consultant Department of Public Instruction</p>
<p>Session Summary:</p> <p>In this session, participants will be provided an overview of multicultural education - its origins, objectives, and its importance in narrowing the achievement gap between majority and minority culture students. Through an interactive process, participants will review traditional lesson plans and gain the skills to modify the plans so they are multicultural/culturally relevant.</p>	

<p>Title: Structured Independent Reading to Improve Fluency and Comprehension</p> <p>ROOM: J</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Carol Kane Title: Reading Specialist Read Naturally, Inc.</p>
<p>Session Summary:</p> <p>This presentation includes an explanation of the role fluency plays in the reading process, the impact fluency has on vocabulary acquisition and comprehension, and the importance of structured independent reading time for at risk students. Three research-based strategies (teacher modeling, repeated reading, and progress monitoring) are combined to keep readers actively engaged in the reading process in Title I, Special Education, English language learners (ELL), and regular classrooms. The strategies presented are based on the Read Naturally fluency program for developing and struggling readers.</p>	

<p>Title: Every Graduate Environmentally Literate: Using the Environment to Enhance Education</p> <p>ROOM: N</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Victoria Rydberg Title: Environmental Education Consultant Department of Public Instruction</p>
<p>Session Summary:</p> <p>“Green Economy,” “Sustainability,” and “Going Green,” are the latest buzz words found in the news which provide an opportunity for educators to capitalize on this current social interest! Many educators ask, “But what about the standards? We have to teach reading and math!” In this session, educators and administrators will learn ways to use the environment as an integrating context with quality instructional practices to develop 21st Century Skills, foster critical thinking, differentiate instruction, and engage students all while learning reading strategies, math concepts, world issues, and science content!</p>	

<p>Title: Hearing and Addressing the Concerns of Lesbian, Gay, Bisexual, and Transgender (LGBT) Students</p> <p>ROOM: O</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Brian Juchems Title: Program Director Gay Straight Alliance for Safe Schools</p>
<p>Session Summary:</p>	
<p>How supportive is your school environment for LGBT youth? How are LGBT youth included in your classrooms and broader school community? Learn the basic laws addressing legal matters related to students' sexual orientation and gender identity, engage with a panel of students and learn from their real-life experiences, and work in small groups based on grade level and/or content area with experienced educators to develop a plan for creating a more inclusive school community.</p>	

<p>Title: What Came First, the Chicken or the Egg..or in this Case Title 3 Needs Assessment or Program Evaluation?</p> <p>ROOM: P</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Margaret (Peggy) Black Title: Director Center for Diverse Student Learning</p>
<p>Session Summary:</p>	
<p>As districts prepare to meet the needs of the increasing number of English language learners (ELL)...where do they begin? Needs Assessment or Program Evaluation? Is there a written ELL plan that is sustainable? Come hear a practical nuts and bolts seminar intended to help get an ELL program in great working order. We will discuss program planning, a NEWLY designed tool for Needs Assessment and Evaluation, as well as what ELL program plan goals should look like. Having a well designed structure to the program will make year-to-year upkeep timely and needs-based while not being so complex that it gets overlooked. In the words of Michael Fullan, it's a plan with simplicity. Join us.</p>	

<p>Title: The Danger of the Single Story: Engaging Families in Trusting and Meaningful Ways</p> <p>ROOM: R</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Betsy Prueter Title: Service Learning and VISTA Project Coordinator Department of Public Instruction</p>
<p>Session Summary:</p>	
<p>Nigerian Novelist Chimamanda Adichie, featured in a recent TED Talk (Technology, Entertainment, Design), shared how she found her authentic cultural voice — and warns that if we hear only a 'single story' about another person or country, we risk a critical misunderstanding. Achieving cultural competency in our children's community is vital to the success of all kids. In this session you will hear more about Ms. Adichie's message as well as how to break down barriers and walls between schools and families in order to create meaningful, trusting, and respectful relationships for the improved outcomes of all students. As Ms. Adichie says, "the problem with stereotypes is not that they are untrue, but that they are incomplete."</p>	

SECTIONAL V BREAKOUTS

Friday, January 14, 2011

10:40 – 12:10 p.m.

Title: A Literacy Treasure Trove from the ECB!	Lead Presenter: Kristin Leglar Title: Instructional Programs Developer Wisconsin Educational Communications Board
ROOM: C	
Conference Track: Instruction and Intervention	Co-Presenter: Peggy Garties Title: Multimedia Analyst Wisconsin Educational Communications Board
Session Summary:	
Discover a treasure trove of high-quality literacy resources available at no cost from the Wisconsin Educational Communications Board (ECB) and Wisconsin Public Television. Explore the “Into the Book” website to see how your students can practice comprehension strategies with engaging online activities. Learn how you can bring a fine arts touch to literature and reading with the series “Draw Me a Story.” Peek into reading and writing classrooms to learn research-based teaching techniques that you can use to foster skill, enthusiasm, and confidence. See how “Scholastic Classics in World Languages” can be used with English language learners.	

Title: Formative Assessment as Related to RtI: Hints and Techniques	Lead Presenter: Eileen Depka Title: Assistant Superintendent of Educational Services Elmbrook Schools
ROOM: B	
Conference Track: Instruction and Intervention	
Session Summary:	
This session will provide an overview of the Response to Intervention (RtI) Framework. We will concentrate on the RtI connection to formative assessment. The assessment/data cycle will be illustrated. Examples of a variety of assessment tools will be provided including checklists, rubrics, teacher-made-tests, reflection, and feedback. Participants will be provided with a variety of assessment tools that can be used formatively in any classroom. Suggestions for data collection and display will be included throughout the presentation.	

<p>Title: Implementing Wisconsin Common Core Standards Locally</p> <p>ROOM: D</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Diana Kasbaum Title: Mathematics Education Consultant Department of Public Instruction</p> <p>Co-Presenter: Emilie Amundson Title: English Language Arts Consultant Department of Public Instruction</p> <p>Co-Presenter: Paul Sandrock Title: Assistant Director, Content and Learning Team Department of Public Instruction</p> <p>Co-Presenter: Susan Hanson-Otis Title: K-12 Mathematics Coordinator Franklin Public Schools</p>
<p>Session Summary:</p> <p>Wisconsin adopted Common Core Standards in mathematics and English language arts in 2010. The standards, outlining the preparation students need to be college and career ready, will impact local curriculum, assessment, and instruction. Through interactive processes, participants will explore common beliefs at the heart of the standards. Presenters will unwrap the standards with participants examining the organization, the grade specific content, and the connection of content across grades. Discussion will focus on implementation strategies and systems of support, involving the Department of Public Instruction, Cooperative Educational Service Agencies (CESAs), local districts, professional organizations, and postsecondary institutions. The standards describe the role of teachers of all subject areas in developing students' literacy. At the core of implementation is high quality instruction targeted to help every student learn the skills and develop the understanding for success in future education, work, and citizenship.</p>	

<p>Title: How We Saved Our District!</p> <p>ROOM: E</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Jim Jones Title: Superintendent Stanley-Boyd Area Schools</p> <p>Co-Presenter: Dave Ludy Title: High School / Middle School Principal Stanley-Boyd Area Schools</p>
<p>Session Summary:</p> <p>A study of Wisconsin Knowledge and Concepts Examination (WKCE) results commissioned by our district ranked us as the worst among the 30 Cooperative Educational Service Agency 10 schools in three consecutive years - 2001, 2002, and 2003. Our presentation shares the initiatives and changes in best practice made over the past seven years that elevated us to a top five ranking for 2009 and 2010. Our journey begins with how our board of education empowered us to become educational leaders. As such, we were able to implement radical changes to curriculum, professional development, and hiring and evaluation practices. Along the way, we celebrated our successes and began expecting more. Finally, we will share how we changed the culture of our district through the development of Student Learning Teams (often referred to as Professional Learning Communities).</p>	

<p>Title: Focusing Achievement: Intentionally Structuring Success for All Students</p> <p>ROOM: F</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Charles McNulty Title: Superintendent School District of Black Hawk</p> <p>Co-Presenter: Kimberlee Frank Title: Teacher Freeport School District</p> <p>Co-Presenter: Kim Hansen Title: Teacher Freeport School District</p>
<p>Session Summary:</p> <p>Come and interact with professionals who focused their efforts on utilizing an RtI framework in order to develop and implement a rigorous curriculum towards the goal of student achievement for all. Hear how we closed the achievement gap through assessment driven instruction and normalized the school experience for students while empowering professionals through democratic decision-making and community building. Student achievement for all sub-groups rose, the achievement gap between White and Black students shrank, and we moved from being below the average to exceeding the average on the high-stakes exam.</p>	

<p>Title: Classroom Teachers ARE the Interventionists</p> <p>ROOM: G</p> <p>Conference Track: Instructional Leadership</p>	<p>Lead Presenter: Deborah Hoffman Title: Principal Madison Metropolitan School District</p> <p>Co-Presenter: Heather Warren Title: Instructional Resource Teacher Madison Metropolitan School District</p>
<p>Session Summary:</p> <p>This presentation will include innovative ideas of how to create time and space for classroom teachers to serve as the interventionist for their own students in literacy and math. We will discuss our perspectives, from the role as principal and teacher leaders in creating a culture of professionalism, accountability, and ownership for all instructional staff. Our work is designed to be sustainable and promotes an inclusive and equitable schooling experience. Our talk will also include ideas about how to allocate resources, design schedules, and hire to promote socially just instructional practices for all students. We hope to answer your questions and challenge the traditional educational service delivery systems that perpetuate the underachievement of large groups of public school students. We will be honest and share our successes as well as our struggles in our quest to improve our school so that Every Child is a Graduate.</p>	

<p>Title: Wisconsin Schools of Recognition Teacher Fellowships</p> <p>ROOM: R</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Lara Kain Title: Education Consultant Department of Public Instruction</p> <p>Co-Presenter: Jonas Zuckerman Title: Education Consultant Department of Public Instruction</p>
<p>Session Summary:</p> <p>During the 2009-10 school year, the Wisconsin Department of Public Instruction (DPI) launched a new program for teachers in Wisconsin Schools of Recognition, the Teacher Fellowship Program. This Fellowship provides an opportunity for teachers in Wisconsin Schools of Recognition to design summer learning experiences focusing on teacher growth and learning, student growth and learning, and benefits to the school and community. Fellowships this past year included a study of early literacy practices in New Zealand, an investigation of ecological diversity in Costa Rica, and an exploration of Revolutionary War era historical sites in New England. During this workshop, Fellows will share their experiences, and DPI staff will explain how teachers from Wisconsin Promise Schools of Recognition can apply to the program.</p>	

<p>Title: High Quality Schools: Creating Universal Supports for Learners</p> <p>ROOM: I</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Shannan Statz Title: Director of Curriculum and Instruction School District of Wisconsin Dells</p> <p>Co-Presenter: Jerry Nicholson Title: Director of Pupil Services School District of Wisconsin Dells</p>
<p>Session Summary:</p> <p>This session will focus on universal strategies to proactively support learners. During the era of educational reform it is important for schools to implement school-wide behavioral and academic systems of support; "You can't have one without the other." The presentation focus will include an overview of the School District of Wisconsin Dells high quality schools universal programs. School-wide strategies for behavior will include structuring for success, positive interaction, and motivation. School-wide strategies for academics will include instructional strategies, communication, and consistency. Participants will leave with menus of behavioral and instructional strategies to support learners.</p>	

<p>Title: Act Now! An Online Bullying Prevention Program for the Middle School</p> <p>ROOM: J</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Richard Schafer Title: Manager, Development, Research & Evaluation Children’s Health Education Center</p> <p>Co-Presenter: Bridget Clementi Title: Executive Director Children’s Health Education Center</p>
<p>Session Summary:</p> <p>A middle school e-learning bullying program provides education and intervention strategies for middle school students (grades 6 – 8) for school districts in Wisconsin. The curriculum addresses the following types of bullying: physical, verbal, emotional, and cyber. The program is a standards-based, game-based program offered via the internet through a learning management system and meets national health education and technology standards. The curriculum consists of five, 45 minute e-learning lessons supported in a blended approach with five classroom lessons taught by the teacher, counselor, or trained professional. The curriculum is a combination of content lessons, video, games, investigation, assessment, and application by the learner. Teacher guides are provided to all facilitators who implement the program. An online staff development component is provided for school and community.</p>	

<p>Title: One Teacher does not an Audience Make: 21st Century Technology and the Creation of Audience</p> <p>ROOM: K</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Stephanie Reid Title: 8th Grade Language Arts Teacher School District of River Falls</p>
<p>Session Summary:</p> <p>The presence of an authentic audience motivates students to produce high quality work, and, in today’s world, we are surrounded by an abundance of technologies that allow for easy publication of student work. Wikis, blogs, podcasts, video, and websites all provide our students with an audience beyond the classroom teacher. The audience becomes, potentially, the world!</p>	

<p>Title: Becoming a Title I Schoolwide Program</p> <p>ROOM: L</p> <p>Conference Track: District and School Improvement</p>	<p>Lead Presenter: Kim Jenkins Title: Education Consultant -- Title I and School Support Team Department of Public Instruction</p> <p>Co-Presenter: Nancy Forseth Title: ESEA Curriculum & Assessment CESA 10</p>
<p>Session Summary:</p> <p>In this panel presentation, there will be an overview of Title I schoolwide programming and all of its components. In addition, we will have a panel of educators talking about how they have planned for and implemented their own Title I schoolwide programming.</p>	

<p>Title: Wisconsin Master Educator Assessment Process - Making it Work for You!</p> <p>ROOM: M</p> <p>Conference Track: Instructional Leadership</p>	<p>Lead Presenter: Shelley Joan Weiss Title: Educational Leadership Consultant</p> <p>Co-Presenter: Anne Kleinschmidt Title: Master Educator - Speech and Language Unified School District of Antigo</p> <p>Co-Presenter: Elaine Strom Title: Consultant, Lead Liaison for WMEAP, Liaison to Eight Institutes of Higher Education Department of Public Instruction</p>
<p>Session Summary:</p> <p>If you are ready to advance yourself to the master educator level, but do not fit into the categories included in the National Boards for Teacher Certification, the Wisconsin Master Educator Assessment Process (WMEAP) may be just what you are looking for. Wisconsin was one of the first states to provide this opportunity for professional advancement. Join us and learn from individuals who have been involved in the development of and training for the WMEAP. Learn from master educators who have completed the process. This session will provide you with the information needed to get you started on the path to earning your master educator certification.</p>	

<p>Title: The Learning Link: Deepening Your Service Learning Practice</p> <p>ROOM: N</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Elisha Writt Title: Service Learning Lead Teacher, Elementary Teacher Clintonville Public Schools</p>
<p>Session Summary:</p> <p>Have you chosen to employ Service Learning as an instructional strategy to meet learning goals and/or content standards? Would you like to deepen your practice and attain greater results? Service Learning practitioners must have a clear understanding of the difference between Service and Service Learning as well as be able to critically analyze their own practice in order to be effective and achieve the outcomes Service Learning promises. This session will review the Link to Curriculum Standard, the Rubric for Continuous Improvement of the Service Learning Experience, and will introduce a planning tool titled "Creating the Link." Participants will be asked to share a service learning experience, evaluate their proficiency in linking to curriculum, and plan for a new or revised service learning experience in the future.</p>	

<p>Title: Extended School Day Intervention to Eliminate the Achievement Gap in Mathematics</p> <p>ROOM: O</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Teri Hedges Title: Instructional Resource Teacher Madison Metropolitan School District</p> <p>Co-Presenter: David Bray Title: Principal, Huegel Elementary Madison Metropolitan School District</p> <p>Co-Presenter: Sara Cutler Title: Instructional Resource Teacher Madison Metropolitan School District</p>
<p>Session Summary:</p>	
<p>In this session, a District Level Instructional Resource Teacher, a Building Level Instructional Resource Teacher, and a Principal will share how one elementary school in Madison used an After School Intervention Program to address the achievement gap in mathematics. Participants will learn how assessments were used to select students, plan for professional development, and monitor student progress.</p>	

<p>Title: Instructional Teams that Work</p> <p>ROOM: P</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Lynn Winn Title: Principal Madison Metropolitan School District</p>
<p>Session Summary:</p>	
<p>With ever-diminishing resources to educate children, having an effective instructional design is crucial to student success. Using a three-person team design involving two regular certified teachers and one specialized certified teacher, you can maximize staff expertise and student learning. This design increases staff collaboration, improves school climate, and allows for the most efficient use of building resources. Come learn how to get started and/or take your similar design to its next level of success.</p>	

<p>Title: Program Wide Implementation of the Pyramid Model for Social Emotional Competence of Young Children</p> <p>ROOM: Q</p> <p>Conference Track: Instruction and Intervention</p>	<p>Lead Presenter: Julie Betchkal Title: Wisconsin Pyramid Model Training Coordinator</p>
<p>Session Summary:</p>	
<p>Wisconsin is working with the Center on the Social Emotional Foundations of Early Learning to create the structure for all early care and education programs to implement a tiered framework of support to promote positive social emotional competence in Wisconsin's youngest children. This session will outline the key components of the framework, and allow participants to evaluate their own current practices. The session will emphasize the importance of environmental factors in preventing challenging behavior. Ideas will be shared to enhance the intentionality of teaching important social skills to mastery. The session will end with an overview of a systematic problem solving process that increases the likelihood of altering the developmental trajectory of young children with chronic challenging behavior. Administrators are invited to attend with program staff to learn more about developmentally effective programming for pre-K and Kindergarten children in public schools.</p>	

<p>Title: Improving School Climate and Student Engagement</p> <p>ROOM: H</p> <p>Conference Track: Culturally Responsive Education</p>	<p>Lead Presenter: Dave Wall Title: Assistant Superintendent School District of Rhinelander</p> <p>Co-Presenter: George Risberg Title: Counseling Grant Project Coordinator School District of Rhinelander</p>
<p>Session Summary:</p> <p>Improving School Climate and Student Engagement through Social Emotional Learning, the School District of Rhinelander is in the third year of a federal counseling grant project designed to help improve school climate and student engagement. The project objectives focus on student engagement, parent involvement, improving attendance, reducing performance gaps between disaggregated groups, reducing behavioral referrals, and transforming the counseling program to reflect the Wisconsin Comprehensive School Counseling Model (WCSCM) and data driven counseling programs. This project is multifaceted with The Caring School Community, a social emotional learning program, as its centerpiece. All staff and students are involved in the program. Although full realization of change takes a minimum of three to five years, we are beginning to see some positive signs of improvement in school climate and student engagement at the present time.</p>	