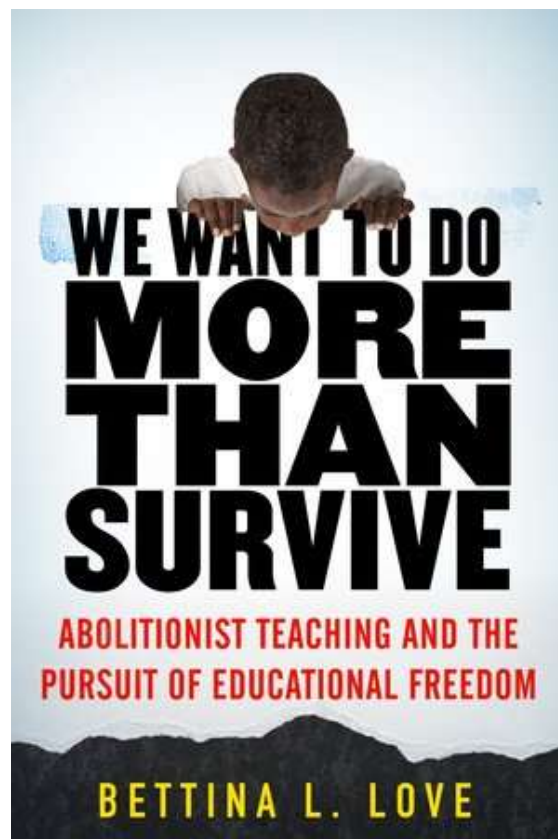


WINTER INSTITUTE 2019

MIDDLETON CROSS PLAINS AREA SCHOOL DISTRICT
Kromrey Middle School, 7009 Donna Drive, Middleton, WI 53562

Friday February 15 & Saturday February 16

Keynote Speaker: Dr. Bettina Love



New This Year:

- Equity strand
 - New Registration and payment
 - Allergen-conscious buffet included in the cost of registration
-
-

How to Register for Winter Institute 2019

We have partnered with Eventbrite and Sched to bring you a streamlined, intuitive registration process:

1. Visit our event page at <https://mcpasdwinterinstitute2019.eventbrite.com>

Register

2. Click the button
3. (If you are not an MCPASD staff member and/or presenting a session at the Institute, skip to step 4).

Select [Enter Promotional Code](#) and enter the promotional code you were provided.

4. Select Winter Institute Registration, and any t-shirts you would like to purchase.*
5. Let us know any food allergies you have.

Checkout

6. Click
7. Upon payment, you will automatically be redirected to Sched to select your sessions.*
8. You will receive an email from Sched with your session choices the morning of each day of the Institute.

**Please note that if registering a group, you will need t-shirt orders and allergy information on hand to complete payment. (T-shirts can be ordered in bulk, rather than assigning them to each participant). After payment, attendees will receive an email confirmation to claim their ticket, create a password and select their sessions in Sched.*

COST TO REGISTER (MEALS INCLUDED): \$250

MCPASD Staff can earn up to 5 points per block (up to 15 total) by attending Winter Institute.

GRADUATE CREDIT: All attendees have the option of earning one graduate credit through Edgewood College for full attendance.

REGISTRATION/PAYMENT DEADLINE FEBRUARY 1, 2019

No registrations accepted after this date. Registration fees are non-refundable.

For technical support with payment, please contact Eventbrite at

<https://www.eventbrite.com/support/contact-us>

For technical support with registration (selecting sessions), please contact Sched at

<https://sched.com/support/>

For any other questions regarding Winter Institute, please contact MCPASD at

winterinstitute@mcpasd.k12.wi.us

Thank you!

Join Dr. Bettina Love for a breakout session!

We Want to Do More Than Survive: Abolitionist Teaching (All Levels)

Session 3 – Saturday 9:45-11:20 am in Room 510

Session 4 – Saturday 12:20-1:50 pm in Room 510

Dr. Love's talk will discuss the struggles and the possibilities of committing ourselves to an abolitionist goal of educational freedom, as opposed to reform, and moving beyond what she calls the Educational Survival Complex. Abolitionist teaching is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving.

More about Dr. Love:

Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. Dr. Love is one of the field's most esteemed educational researchers in the area of Hip Hop education. Her research focuses on the ways in which urban youth negotiate Hip Hop music and culture to form social, cultural, and political identities to create new and sustaining ways of thinking about urban education and intersectional social justice. Her work is also concerned with how teachers and schools working with parents and communities can build communal, civically engaged schools rooted in intersectional social justice for the goal of equitable classrooms.

For her work in the field, in 2016, Dr. Love was named the Nasir Jones Hip hop Fellow at the Hutchins Center for African and African American Research at Harvard University. She is also the creator of the Hip Hop civics curriculum GET FREE. In April of 2017, Dr. Love participated in a one-on-one public lecture with bell hooks focused on the liberatory education practices of Black and Brown children. In 2018, Georgia's House of Representatives presented Dr. Love with a resolution for her impact on the field of education.

Dr. Love is a sought-after public speaker on a range of topics, including anti-blackness in schools, Hip Hop education, Black girlhood, queer youth, Hip Hop feminism, art-based education to foster youth civic engagement, and issues of diversity and inclusion. In 2014, she was invited to the White House Research Conference on Girls to discuss her work focused on the lives of Black girls. In addition, she is the inaugural recipient of the Michael F. Adams award (2014) from the University of Georgia. She has also provided commentary for various news outlets including NPR, The Guardian, and the Atlanta Journal Constitution.

She is the author of *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* and *Hip Hop's Li'l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South*. Her work has appeared in numerous books and journals, including the *English Journal*, *Urban Education*, *The Urban Review*, and *Journal of LGBT Youth*. In 2017, Dr. Love edited a special issue of the *Journal of Lesbian Studies* focused on the identities, gender performances, and pedagogical practices of Black and Brown lesbian educators. – <https://bettinalove.com/about/>



Digital Read Alouds for a Digital World

Stacy Kay and Laura Esbe

Looking for a fun way to refine and practice the skills you are teaching in Units of Study? This session is perfect for you! We will dig into how to use music videos, video clips, commercials, speeches, and news clips to teach important reading skills like theme, characterization, or plot. You will have fiction and nonfiction examples you can take right back to your classroom. (3-5, 6-8, 9-12, ESL/Bilingual Teachers, Literacy Coaches, Reading Specialists, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

Rise Up & Write: Supporting Civically Engaged Writing

Bryn Orum and students

Civically engaged writing has the power to bring our students work out of our schools and into the world. In writing about issues that matter and for authentic audiences, civically engaged writing holds the potential to motivate reluctant writers, provide opportunity to feel heard, and inspire other / ongoing forms of civic engagement. How do we help our students write to their peers, community, and change-makers? This session will focus on a variety of tools and strategies to support civically engaged writing in the classroom. (6-8, 9-12, Administrators, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

#WeNeedDiverseBooks

Jenny Magee

Stealing the title from the website group We Need Diverse Books, you will be shown many recently published picture and chapter book in through which students can see themselves or share in the experiences of people who are not like themselves. We will talk about how to choose books for cultural accuracy, as well as how to adapt or pair books for students to teach critical reading and thinking. You will have time read through books to make a wish list or plan for how you can use the texts in your classroom. (3-5, 6-8, Literacy Coaches, Reading Specialists, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

Take A Second Look: Using Visual Literacy in Reading and Writing

Sally Zeinemann

Participants will closely examine picture books to study the way illustrators use color, line, framing and perspective to deepen comprehension. Then we will apply those ideas to planning and sketching in writing to support elaboration in writing. Bring a favorite picture book or two to use in your classroom on Monday. Plan to do some sketching in class. (K-2, ESL/Bilingual Teachers, Beginner - Little to no prior experience with this topic or pedagogy)

Fostering Book Love: Building Independent Readers

Stephanie Hurt

Contrary to popular belief, middle and high school students still like to read. BUT- we have to give them time, support, and BOOKS! This session will detail the big changes a teacher made to create and support a culture of independent reading in a 7th and a 9th grade English classroom. The practices and values outlined in Book Love by Penny Kittle are the inspiration for this shift. Participants will leave this session able to: make room in the curriculum for independent reading time, give an exciting book talk, and successfully conference with students about reading. Opportunities for discussion will be plentiful. Student work, classroom videos/pictures, and resources will be shared! (6-8, 9-12, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

Ensuring All Learners are Ready for Rigor by Fostering Learning Partnerships

Jill Gurtner

In this session, participants will learn about the power of developing learning partnerships with students in order to help them develop the skills and dispositions they need to become independent, confident learners who know themselves well and know how to access the resources they need for success. We will share the results of research done at Clark Street Community School that can be a guide to educators as they seek to develop strong learning partnerships.

Participants will:

Deepen their understanding of how learning partnerships can form the foundation for culturally and linguistically responsive classroom environments.

Explore guiding principles they can use to examine the status of partnerships in their context.

Establish action plans for strengthening learning partnerships in their classroom or school.

(K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Intermediate - Some prior experience with this topic or pedagogy)

Shared Reading: Supporting Emergent Readers

Paige Bessick

Shared Reading is a fun and essential part of the reading workshop, especially in the primary classroom. It links standards, fluency, vocabulary, phonics and comprehension, all vital components of learning to read. Shared reading is the key to supporting our readers who need explicit instruction and modeling. Learn how to plan and implement a week's worth of lesson plans that focus on essential reading skills and support your emergent readers. (4K/EC, K-2, Beginner - Little to no prior experience with this topic or pedagogy)

Embrace the Chaos

Jen Doucette

As teachers of writing, we often offer models to help students move forward, and while those models may lend support, they may also confine student thinking. In this session, we will explore how embracing the chaos of less structure can foster stronger student voice in the high school level writing classroom. (9-12, Intermediate - Some prior experience with this topic or pedagogy)

Overview: Reading Workshop for Upper Level Teachers (Grades 5-12)

Sarah Borchardt and Molly Tormey

Come and learn about the foundations of reading workshop at the secondary level: the workshop philosophy, daily structure, components of a mini-lesson, a unit's trajectory, conferring, and assessment strategies. (3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

Ditch the Textbook: Inquiry-Based Strategies for Reading Primary Sources

Joanna Cree and Talisa Dussliere-Corcoran

Is social studies your students favorite part of the day? If not, come explore various interactive and inquiry-based strategies to make your social studies time a highlight of your students' (and your) day! Focus will be on topics of American History, but strategies are applicable to any historical, or even current event. Participants will take away at least three different lessons and a variety of resources. (3-5, 6-8, Beginner - Little to no prior experience with this topic or pedagogy)

Creating the Conditions for Transfer in Independent Reading-Building the skill AND the will

Maria Dyslin

We will spend time thinking about how to create the conditions to support both the skill and will (motivation, disposition, engagement) in reading for the learners we serve. We will take a closer look at aspects of reading identity and how our classroom libraries and independent reading conferences can support this work in ways that cultivate passion and purpose for reading. (3-5, Literacy Coaches, Reading Specialists, Administrators, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

SESSION 2

FRIDAY 6:50-8:20

Walk the Walk

Jenny Magee

We talk a lot about infusing our classrooms with equity work, but it can be hard to know exactly how to do this. In this session you'll get specific ideas for embracing the discomfort many students (and adults) have of talking about race, gender, orientation, language diversity, and economic disparity, as well as how to communicate about it with families. (K-2, 3-5, 6-8, Literacy Coaches, Reading Specialists, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

Small Groups for BIG Kids!

Holly Reardon and Sarah Borchardt

When secondary teachers think of small groups in reading, we often picture a teacher at a kidney-bean shaped table with a group of young children gathered around. It's hard for us to imagine how that scene and experience would apply in our own rooms. And it's even harder to imagine how small group instruction could become a reality during a 44-minute class period! Join us for a fast-paced, high-energy, and high-impact session on how big kids can do powerful learning in small groups. You'll walking away knowing:

1) The "why" behind small groups

2) How to do four different kinds of small groups that will match your readers' needs

3) Tips for planning and getting small groups off the ground

(3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

Create a project-based Geo-Inquiry Lesson in 5 Steps

Jenniper Hylbert

A Geo-Inquiry is a 5-step project-based learning process that was created by National Geographic. The PBL process encourages students to understand how the human and natural world interacts. As a class, students become explorers in their environment and pinpoint a local issue. After researching the issue through multiple scales and perspectives, students begin piecing together their findings through maps, math, reading, writing, and/or visual arts. For the final project, students will use their research to implement a solution, or model how they can make an impact. Depending on the grade level of the student and the time frame allowed, students can demonstrate their learning through one of the three modes: Curiosity, responsibility, or empowerment. National Geographic's Geo-Inquiry Process is a flexible tool for any grade level that wants to evaluate issues in their local community, at a regional level, or on a global scale. (K-2, 3-5, 6-8, 9-12, Beginner - Little to no prior experience with this topic or pedagogy)

Motivating Students' Learning through a Gamification Model

Erica Wagoner and Cassie Roberts

Learn how to infuse gaming elements into your K-12 classroom or subject area to promote student motivation and engagement. Through a gamified session, participants will work as a team to problem solve, create, and share their learning while exploring resources including Class Dojo, QR code creators, Flippity, See-Saw, and Kahoot. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

Authentic Ways to Use Seesaw & iPads in the Workshop

Paige Bessick

Seesaw is a digital portfolio and parent communication tool that connects families with your classroom. It provides a platform for your students to create, connect and share their learning with their families. Learn how to use Seesaw and authentically engage your students with easy-to-use activities on your iPads. This session will spotlight additional apps and activities that will encourage your students to create, connect and collaborate. Participants will leave with their Seesaw account setup and student-friendly activities to complete in the reading and writing workshop. Bring your iPad, we will be creating during this hands-on session. (K-2, Beginner - Little to no prior experience with this topic or pedagogy)

Unleash Your Inner 'Animal Lady'

Chundou Her

Teaching is an art before all else. And when an artist feels their art under attack, it's understandable that they may feel defensive. This workshop's goal is to reclaim the art of teaching, reminding each of us why we got into the profession, how to better take constructive feedback, and what to do when we feel our art under attack. To find your inner "Animal Lady" means to find the force from within who is both loving and powerful. By creating physical representations of your pedagogy and what you value, you can not only unlock your Animal Lady but inform your practice and students that you love them and are working towards their best interest. (6-8, 9-12, ESL/Bilingual Teachers, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

SEL with Equity Focus: Exploring Root Cause & Resiliency

Sara Knueve

This session is for educators who'd like to examine SEL through an equity lens. New research is emerging that identifies comprehensive classroom and school wide systems that support SEL growth for all students with a particular focus on students of color. Specifically we will explore the root causes (trauma) and its counterbalance of resiliency, increasing our understanding of both while not negating each individual effects. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Behavior Interventionists, Administrators, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

Running Records: How does MSV help guide my instruction?

Maria Dyslin

We will briefly review running record coding and focus on clarity around meaning, visual and structure as sources of information. We will practice analyzing some running records to identify what students are using and how we might be able to prompt student towards more strategic use of cues during independent reading and/or small group. (K-2, ESL/Bilingual Teachers, Beginner - Little to no prior experience with this topic or pedagogy)

Book Club Banter: Moving Students Toward Powerful Conversations

Karen Murphree and Jacki Greene

Shannon Larson

Lisa Rust

Want to breathe new life into book club conversations? Come learn and practice a variety of discussion protocols you can use tomorrow to enhance your students' accountable talk. We'll also offer methods to effectively coach students during book clubs while strategically planning how to remove scaffolds over time, building student efficacy and independence. (3-5, 6-8, Intermediate - Some prior experience with this topic or pedagogy)

The Art of the Conference

Sally Zeinemann

The Art of the Conference

Each conference is as different as the child who is doing the writing. Sometimes it's hard to know what to teach and how to teach it. In this session we will practice the timing of the conference, review the parts of a conference, but mostly we will practice conferring. Writing samples will be provided, or you can bring a tough one from your own class.

(K-2, 3-5, ESL/Bilingual Teachers, Beginner - Little to no prior experience with this topic or pedagogy)

Playing with Language: Activities to Support Units of Study

Stacy Kay and Jeanette Wiederhoeft

Wish you had more go to activities to give your students a chance to play with language? Join us for a hands-on session where participants will learn about the strategies of evoking the text, making wordings, and dialogical writing that give students an opportunity to explore language in some new, fun and interesting ways while supporting the reading and writing units of study. (K-2, 3-5, ESL/Bilingual Teachers, Literacy Coaches, Reading Specialists, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

SESSION 3

SATURDAY 9:45-11:15

Rise Up! Culturally Responsive Practices through Hamilton: The Musical

Joanna Cree and Talisa Dussliere-Corcoran

Love Hamilton: An American Musical? Come learn about how to use the musical as a model for engaging in Culturally Responsive Teaching. (5-8, Beginner - Little to no prior experience with this topic or pedagogy)

What I Wish I Knew: Primary Power in the Secondary Classroom

Holly Reardon

After spending a majority of my career teaching middle school, I suddenly found myself in the role of a K-4 instructional coach. I completely panicked and quickly realized that I needed a crash course on how to teach kids to read! Learning how to teach children to read became the most powerful professional development of my life. As I sat on the carpet with a group of five-year-olds around me, I kept thinking, "Why didn't I know this before?! It would have helped so much!"

In this session, we'll first tackle the question, "How do kids learn how to read?" We'll then explore how students' early literacy experiences shape their reading lives, and how these experiences may bring either dependent or independent learners to our classrooms five to ten years later. Finally, we'll talk about the implications for our teaching practice as secondary educators. My hope is that you'll leave this session with a whole new lens through which you can plan your lessons and confer with your readers in a way that leads them to a joyful reading life and independence.

(3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

The History of Marginalization in Public Education

Luke Kramer and Dominique Ricks

For anyone who works with children both directly and indirectly, this session is for you. This session will expose participants to the historical debt that has accrued over time among students of color. Participants will build awareness of the systemic inequities that our current educational system has been built upon over time and how they impact student learning in our classrooms. Whether you are new to building awareness around issues of equity, or have recently begun the journey to more socially just communities, this session will encourage open dialogue, free of shame or blame, about historical inequities and how they are impacting our school environment, our families, and our students. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

"Off you go! Now what?"

Jacquelyn Greene, Lisa Rust, Karen Murphree, and Shannon Larson

You have taught your mini lesson (reading/writing), you have sent your students off to read/write, and find yourself wanting to maximize this part of your workshop. If this describes you, join us for a session full of practical ways to enhance conferencing and small group instruction. We will share some new structures for small groups and offer suggestions for how to teach in efficient and effective ways. (K-2, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

The 90% Problem

Jen Doucette

In a writing workshop classroom, much of the teacher's time is spent in conferences with individuals. However, much of the student's time is spent in other ways. This workshop seeks to answer the question: What are the other students doing while you are conferencing? (6-8, 9-12, Literacy Coaches, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

Creating a Culture of Argument in the Elementary Classroom

Sandra Taylor-Marshall and Mark Dziedzic

Using resources and instructional strategies from the National Writing Project's College, Career, and Community Writers Program (C3WP), we engage upper elementary students in conversation, arguments, and writing. They develop voice and learn how to listen and speak to each other about topics that mean something to them. Join us to discuss how we can empower students to share, develop, and evolve their thinking, speaking, writing and reading abilities. (3-5, Literacy Coaches, Reading Specialists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

We Want to Do More Than Survive: Abolitionist Teaching

Dr. Bettina Love

Dr. Love's talk will discuss the struggles and the possibilities of committing ourselves to an abolitionist goal of educational freedom, as opposed to reform, and moving beyond what she calls the educational survival complex. Abolitionist Teaching is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators,

Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

Beyond Reading, Writing, Speaking, and Listening

Lisa Velarde

During this session, participants will co-construct an understanding of multimodality. Working from student portraits, participants will then collaboratively work to build multileveled, student centered curricular materials. (6-8, 9-12, ESL/Bilingual Teachers, Intermediate - Some prior experience with this topic or pedagogy)

Improving your Mini-lesson Through Pace, Structure and Engagement

Jeanette Wiederhoeft and Paige Bessick

Minilessons set the purpose for your students' independent reading time and are an essential part of Reading Workshop. Learn how to improve the pace, structure and engagement of your minilessons. Participants will learn strategies to improve these areas through discussion, observation and practice. You will leave with practical tips that can be used in the classroom immediately and throughout each unit. (K-2, 3-5, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

Strategies for Growing Language

Kari Buer

Looking for high leverage strategies to engage your students? Come to grow your toolbox with some powerful strategies to build oracy and understanding. This session is great for all teachers- especially those who teach Language Learners. (4K/EC, K-2, Beginner - Little to no prior experience with this topic or pedagogy)

Nifty Notebooks: Encouraging creativity and insight in Reader's Notebook pages

Amber Kobinsky

Looking for ways to help your students engage with their reader's notebook? Middle school teachers in the workshop model know the importance of guiding students to write about their reading, but sometimes students are reluctant. This session invites participants to explore examples of student work to discuss ways to encourage students to use creativity and unique strategies to show their thinking while reading. Ideas for designing minilessons, evaluating reader's notebooks, and implementing strategies for differentiating instruction to meet the needs of all learners will be a focus! (6-8, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

SESSION 4

SATURDAY 12:25-1:55

A Culturally Responsive Approach to Intervention

Tricia Rodey and Jenna Degner

Oftentimes we ask students to give up enrichment or otherwise engaging opportunities in order to receive intervention services, and in most schools students of color and students in poverty are over-represented in intervention programming. Our school started on a new path when we asked ourselves, "What if we don't have to choose between support and engagement?" and "How can we ensure that all students can access enrichment opportunities?" In this session we will discuss the ways in which traditional intervention models can improve, and offer strategies to use as a road map to more equitable practices. (3-5, 6-8, Literacy Coaches, Reading Specialists, Math Coaches, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

Disrupting Disproportionality in Special Education

Sara Totten

Using a multi-modal instructional (to include a mix of partner, small, and whole group discussion) approach the presenter will provide a brief overview of historical inequities as juxtaposition to current special education law and practice. A mixture of visuals and data will facilitate participants' learning around how current practice has sustained disproportionate placement of African American students in special education programs. Participants will then explore ways in which conversation and practice converge and how we, as educators, can begin to disrupt systemic inequities. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

Let the Data Speak!

Dr. Rainey Briggs and Percy Brown

Have you ever wondered how Wisconsin is considered the best place to live, given the Race to Equity report that shows otherwise if you are African American? In this session participants will walk away with a deeper understanding of the data that represents the lived experiences of students in the school setting and obtain school/life strategies to support the ongoing change that needs to take place to ensure outcomes that will impact in a positive way the education debt owed to marginalized students and families. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

We Want to Do More Than Survive: Abolitionist Teaching

Dr. Bettina Love

Dr. Love's talk will discuss the struggles and the possibilities of committing ourselves to an abolitionist goal of educational freedom, as opposed to reform, and moving beyond what she calls the educational survival complex. Abolitionist Teaching is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

What's a Hit? New Children's Lit

Deb Dagitz and Laura Allord

Learn about the most highly recommended K-5 titles that have been published in the last year. Picture books, readers, fiction, non-fiction, and graphic novels will be shared. Hear quick book talks, and hands-on preview these new titles. Find new resources to integrate into Units of Study. (K-2, 3-5, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Beginner - Little to no prior experience with this topic or pedagogy)

Tips and Tools for Supporting Language in your Classroom

Jeanette Wiederhoeft and Stacy Kay

The session will explore classroom instruction through the lens of language. Participants will engage in oral discussions and hands-on activities that will highlight language within content. Participants will leave with tools like Observation Charts, Cognitive Content Dictionaries and Teacher-Made Big Books that can be used in the classroom on Monday! (K-2, 3-5, ESL/Bilingual Teachers, Literacy Coaches, Reading Specialists, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

Fixing the process, not the kids: improving instructional planning

Nichole North Hester, and Tara Peotter

We believe barriers to learning do not exist in students, but rather in instruction, curriculum, and the learning environment. These barriers can be reduced or removed through a purposeful co-planning/co-serving process. We will share a brief history of our journey towards a more comprehensive, thoughtful instructional planning process. We changed the traditional planning model to include specialists (special education, reading, EL, coaches) in all aspects of planning and delivering of instruction for all students.

We utilize the Universal Design for Learning framework to help students access the curriculum. Using this framework participants will engage in a co-planning conversation. We will provide a sample class roster and set of standards, or teachers may come with their own roster and standards. Attendees will leave the session with a set of tools including guidelines, timelines, and protocols, to move towards a more equitable approach to the planning and delivery of instruction. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

Greater Madison Writing Project: Best Practices in Teaching Writing

Mark Dziedzic, Jenny Magee, and Mark Nepper

Join us for an exploration of three core writing practices of the National Writing Project - the write-in, peer response groups, and the author's chair - and see how these practices can enhance student writing across all content areas and grade levels. You will have an opportunity to explore both the "how to" and the "why" of each of the writing practices/activities. You will leave the session with practical strategies to integrate more writing into your classroom, create authentic audiences for student writers, and use writing to develop community in the classroom and share our own writing process as a model of writing as thinking. (K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Literacy Coaches, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

Circles for Building Community and for Learning Content

Dr. Laura Love and Mandi Sersch-Morstad

You may have heard of using circles in Responsive Classroom for morning meeting or for Restorative Conferences when a wrongdoing takes place. Circles have a tremendous history and symbolism and can also be used proactively for building classroom communities and for learning course content. Here, we will conduct this 90-min session starting with a mini-lesson on circles followed by small group work in at least two circle rounds, one on community-building and one to learn content. Participants can expect to leave with strategies for designing and implementing circles in the classroom. (K-12, 3-5, 6-8, 9-12, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

SESSION 5

Full Sessions

SATURDAY 2:05-3:35

Overview: Writing Workshop for Upper Level Teachers (Grades 5-12)

Molly Tormey and Sarah Borchardt

Come and learn about the foundations of writing workshop at the secondary level. We will cover the workshop philosophy, daily structure, components of a mini-lesson, the writing process, a unit's trajectory, and conferring. (3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

The Mindful Writing Project -SEL, Awareness, and Our Words

Betsy Delzer and Jenny Magee

Writing offers another avenue to reflect and grow in the expression of ourselves. This session will introduce you to tools you can take and build on in your classroom. Using SEL competencies and mindful writing prompts, students can engage with their thoughts, feelings, and the written word through a new lens. Prompts and lessons will be available. (K-2, 3-5, Beginner - Little to no prior experience with this topic or pedagogy)

Culturally Responsive Teaching- A Rumination on Zaretta Hammond's Work

Kari Buer

Are you wondering what culturally responsive teaching is and what it means for you in your teaching? Come explore some takeaways and big ideas from Zaretta Hammond's work. (4K/EC, K-2, Beginner - Little to no prior experience with this topic or pedagogy)

Intro to America to Me Series: Equity in Our Schools

Ari Davidson, Sarah Sprangers, Kim Gauen, and Laura Simpson

In this session we will watch an episode of America to Me which addresses issues of racial bias in schools. We will follow with small group discussions around themes and group reactions to equity, marginalization, and privilege issues brought up in the episode. The goal will be to relate situations from the episode to our current practices. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

SESSION 5

Mini-Session 1

SATURDAY 2:00-2:45

Reading in Color: Outstanding New Picture Books Featuring Multicultural Characters

Amanda Struckmeyer

Learn about the newest picture books featuring multicultural characters, as well as how you might use them in your classroom, with Amanda Struckmeyer, a member of the 2019 Caldecott Committee. We'll have the books available for hands-on browsing, too! (K-2, Advanced - A depth of prior experience with this topic or pedagogy)

Modeling The Write Way

Rosann Myers

In this session I will demonstrate the writing workshop techniques that I model at the beginning of the year and as the year progresses. How do we get young writers to write a strong lead sentence? How do we get writers to add details, details, details to their stories? How do we get writers to pull everything together in an interesting or surprise ending? These are just a few writing elements to be modeled in this writing session. Excellent and enjoyable writing first needs to be demonstrated and I would like to share my secret of modeling and how effective it can be in a writing workshop. Modeling "The Write Way" will help become an essential component to your classroom. (K-2, 3-5, Literacy Coaches, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

The Historian's Workshop: A New Approach to Social Studies

Holly Reardon

In a world where the answers to endless questions are in our back pockets and at our fingertips, and where false information can go viral in moments, social studies is critical to upholding our democracy. We want students to leave us as people who can cite evidence to support claims, read multiple sources, identify the author's point of view, and understand the oppressive structures that distribute power now and in the past.

In this session we'll explore how to take the best of what we know about the teaching of reading and the workshop model and apply it to the way we teach social studies. You'll leave with ideas for how to plan lessons and/or structures that support powerful social studies instruction. (3-5, 6-8, 9-12, ESL/Bilingual Teachers, Literacy Coaches, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy, Advanced - A depth of prior experience with this topic or pedagogy)

Mapa de Las Memorias: A Transnational Perspective on Learning English

Lisa Velarde

This presentation will provide an analysis of participants' narratives and a reflection on the usefulness of the digital platform as a tool for informing culturally responsive pedagogy for teachers of transnational learners. As more transnational populations make up the student body in ESL classrooms, a deep understanding and attention to the multiple contexts of their lives is necessary for critical language teaching. (9-12, ESL/Bilingual Teachers, Beginner - Little to no prior experience with this topic or pedagogy)

Responding to Misbehavior through the Responsive Classroom Lens

Sarah Zeroth, Kate Gaio, and Alex Wirth

This session is designed for all educators who would like to deepen their understanding of why students misbehave or break rules. Participants will unpack underlying causes of rule-breaking behavior including students' desires to belong, feel significant, and have fun. Participants will walk away with a deeper understanding of proactive and reactive strategies to use when responding to misbehavior as well as a process for thinking through rule-breaking behaviors. (4K/EC, K-2, 3-5, 6-8, 9-12, ESL/Bilingual Teachers, Paraeducators, Literacy Coaches, Reading Specialists, Math Coaches, Behavior Interventionists, Administrators, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

SESSION 5

Mini-Session 2

SATURDAY 2:50-3:35

Using Music to Enhance Comprehension and Language Development in Poetry

Stacy Kay

Students love popular music! Why not use it to engage our learners in comprehending difficult text and enhancing language development? Join me in this session where we will explore how music can be used to get students critically thinking about poems and language in a fun and exciting way that directly applies to their life. (3-5, 6-8, ESL/Bilingual Teachers, Literacy Coaches, Reading Specialists, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

Constructive Coaching Conversations

Sandra Taylor-Marshall

Constructive coaching conversations among instructional leaders become opportunities for reflection, inquiry, collaboration, and growth. They provide a platform to explore the complexities of teaching and learning among colleagues motivated to move student learning forward. Join me to explore tools and strategies for engaging in non-evaluative, non-threatening coaching conversations in order to grow instructional practice and elevate students' achievement. (Literacy Coaches, Reading Specialists, Math Coaches, Administrators, Beginner - Little to no prior experience with this topic or pedagogy)

10 Equitable Classroom Practices You Can Do RIGHT NOW!

Beth Ott and Mary Lee McKenzie

Sometimes it is hard to implement all the research we read and study as teachers, yet we know it is so important to creating a culture and climate that is welcoming of all students. In this session, Beth and Mary Lee will immerse you in 10 practices that can lead to equity within your classroom with hands on experience and time for planning how to implement these practices. All of these methods have been tested and reflected upon at Clark Street Community School along with being used on a daily basis in every classroom! Join us in learning more about these practices and leave with a specific plan to implement at least one practice in your classroom on Monday. (4K/EC, K-2, 3-5, 6-8, 9-12, Beginner - Little to no prior experience with this topic or pedagogy)

Close the Gap!

Karen Murphree and Sara Whirry

Join us to learn how you can strategically combine small group shared reading and guided reading to create big gains for your striving readers! The target for grade level reading expectations is constantly moving. When we systematically provide students access to increasingly complex text, students can reach grade level expectations faster and become confident readers! (K-2, Literacy Coaches, Reading Specialists, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)

The Power of Read Aloud: Joy, Transfer, and Partner Talk

Lisa Rust and Deb Dagitz

Read aloud can be the most powerful part of our literacy instruction. Books can act as windows, allowing students to see people and places that may be unfamiliar to them. They can be mirrors in which children can see themselves reflected, and books can also be sliding doors which students can venture through to discover imaginary worlds. Come discover how to share the joy of reading with your students, use transferable moves at the beginning, middle, and end of your read aloud, and increase student engagement through thoughtfully planned partner talk. You'll leave with a read aloud planned and ready to go for the following week. (K-2, 3-5, Beginner - Little to no prior experience with this topic or pedagogy, Intermediate - Some prior experience with this topic or pedagogy)