

Three Brains are Better Than One: Integrating Brain, Body and Heart Intelligences for Engaged Learning

March 2, 2011

Looking for a workshop experience that pulls together recent and relevant findings about the learning brain, while integrating exciting discoveries about the "second (gut) brain" and the intelligence of the heart? If so, this is the workshop for you. This informative, engaging, and enjoyable experience shows why and -- most importantly -- how to put these important findings into practice. Presented to thousands of educators across the U.S., as well as in sixteen other countries around the world, the workshop blends research and practical application within a framework of brain-based childhood development.

Effective instruction requires ways and means to keep students physically and emotionally involved in the learning process. To do so requires both the knowledge and the skills to effortlessly gain and hold student attention, while ensuring that the learning sticks. Such an integrated approach to brain, body and heart intelligences results in threat-free, enjoyable, engaged learning that really does stick.

Tim Burns is an educator, author and renowned national/international presenter/instructor with a keen interest in human development, learning, and creativity -- and an enjoyable and engaging way of teaching about them. His background includes over thirty years of experience as classroom teacher, counselor, First Offender Program facilitator, adolescent and family drug-treatment program director, university instructor, and staff development specialist. Throughout this year, Tim will be presenting to and working with educators in both Eastern and Western Europe, Turkey, and six African nations.

Research shows that well-trained teachers are a critical factor in raising student academic achievement. Professional development needs to be well planned, ongoing, and respond to building level, school district and personal goals. This program will offer a professional development package to assist districts in responding to those needs. The package will contain opportunities that relate to the needs of all teaching staff. Presenters with national and/or international content expertise will be providing these seminars and workshops. Districts purchasing the Professional Development Consortium (PDC) Program will have first priority for registration and attendance.

Professional Development Consortium Members

Level I Membership

Cuba City, Darlington, Ithaca, North Crawford, Pecatonica, Platteville, Potosi, River Ridge, Seneca, Shullsburg and Wauzeka

Level I membership entitles these districts to send three (3) people to all events sponsored by the PD Consortium during 2010-2011. Additional staff may attend the events at a rate of \$100 per event/per teacher.

Level II Membership

Dodgeville and Fennimore

Level II membership entitles these districts to send five (5) people to all events sponsored by the PD Consortium during 2010-2011. Additional staff may attend the events at a rate of \$100 per event/per teacher.

Non-Consortium Members

Non-consortium members, community based agencies and school districts outside of CESA #3 may attend event with fee ranging from \$150 - \$250 per person depending on the presenter fees.

Registration

To Register go to www.myquickreg.com. After you log in you can view All Events and choose the specific event of interest. New users will need to answer some basic questions. This is one time only and you will then be given a user name and password for future registrations.

All online registrations are tentative until a purchase order is received by the CESA #3 business office. Please follow your local district procedure to complete a purchase order for registration completion.

Cancellation Policy: Should enrollment be insufficient to cover the cost of the event, registered participants will be notified. Participants must cancel within 48 hours of this event or will be billed.



**CESA #3 ~
Instructional Services**

2010-2011



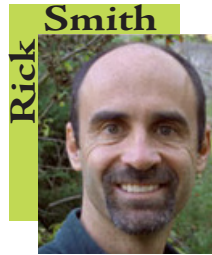
Professional Development Consortium

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Professional Development Consortium

Rebels With Applause: Brain Compatible Approaches for Motivating Reluctant Learners



September 15, 2010

This lively interactive workshop provides K-12 teachers with practical strategies based on current research on the brain that help boost student involvement, motivation, and retention.

Participants will explore how the brain learns, with focus on the MEANS for making a difference:

- Memory - key ways to increase your students' retention
- Emotion - its critical role in student learning
- Attention - how to get it and maintain it
- New Meaning - how to "wire it" into long-term memory
- Strategies - Dozens that are Brain-Compatible

Rick Smith is an international education consultant and national presenter. He has shared practical teaching strategies to tens of thousands of teachers and teacher-trainers worldwide. Rick was a classroom teacher for over fourteen years, focusing primarily on students-at-risk. He's been a mentor/support provider and mentor coordinator for many years, and has taught in both Elementary and Secondary Credential programs in northern California.

Rick has conducted hundreds of workshops on effective classroom management and instructional strategies, in addition to dozens of keynote speeches nationally that are consistently praised for both their motivational and practical value.



November 3, 2010

Classroom teachers are the 'first responders' who provide intervention assistance to students who are beginning to struggle with academic skills. This workshop clarifies questions about the use of RTI interventions in elementary school classrooms.

Finding the Right Spark: Motivating the Resistant Learner

November 4, 2010

As middle and high schools institute RTI, poor student motivation is a central concern. This workshop presents four major approaches to increase motivation and school participation among struggling learners in middle and high school classrooms.

Jim Wright, M.S., is a certified school psychologist and school administrator in central New York State. He is the creator of Intervention Central (www.interventioncentral.org), a popular website featuring free student intervention ideas.

Jim has over 17 years experience working in public schools. He is now a full-time trainer and consultant to schools and organizations on issues relating to Response to Intervention. He trains throughout New York and nationally on RTI topics, including curriculum-base measurement, team-based problem-solving, and academic and behavioral interventions.

RTI: Giving the Classroom Teacher the Necessary Tools to Serve as an Intervention First Responder'

How to Grade for Learning - Guidelines for Fixing Broken Grades

December 1, 2010

In this session standards-based grading practices will be discussed, and approaches that encourage effective learning and support student success will be presented. Teachers are effectively linking an increasingly broad range of assessment and evaluation approaches with their teaching to improve learning. The next stage is linking this standards-based classroom assessment to grading practices in order to make grades accurate, meaningful, consistent, and supportive of learning. Sometimes grades are "broken" and do not meet these standards. This session will provide a "repair kit" of strategies that can be used to fix broken grades. Participants will analyze eight guidelines and fifteen fixes for grades, which really make a difference when they are applied in classrooms.

Ken O'Connor, a.k.a. *The Grade Doctor*, is an independent consultant who specializes in issues related to the communication of student achievement, especially grading and reporting. Through books and articles, presentations and working with small groups Ken helps individuals, schools and school districts to improve communication about student achievement.

In 1995 Ken developed eight guidelines for grading, and he has continued to refine those guidelines. He has also designed eleven guidelines for standards-based reporting. He is now generally acknowledged to be one of a small group of leading experts on how to grade and report effectively.



Classroom Instruction that Works

February 2, 2011

This session will include all fundamental understandings from Dr. Robert Marzano's research and best-selling book *Classroom Instruction that Works*. Teachers and administrators will be provided the background research and the nine strategies which have a high probability of instilling learning in students. Each strategy will be accompanied by examples and stories of teachers who use them. Participants will have the opportunity to interact with each other, write about applications for their classrooms or school roles, and to plan how to use the strategies. Educators will see their own practices affirmed and will also acquire new applications to try with students.

Tom Roy, PhD, is a private consultant and Marzano Research Laboratory associate who specializes in methods to improve student learning, increase assessment effectiveness, and strengthen school leadership. Dr. Roy is also a professor of education at Marian College in Wisconsin, where he teaches graduate courses on leadership, supervision, curriculum, instruction, assessment, research, and statistics, as well as a variety of undergraduate courses.

With more than 30 years experience in education, Dr. Roy has served in the classroom and the boardroom. He has taught science and mathematics at the elementary, middle, and high school levels. His 20 years of leadership as a central office administrator includes 12 years as a superintendent.