

Jeff Wilhelm

CESA #3
March 1

Professional Development Consortium Members



Getting it Down and Getting it Right!: Structuring Writing Assignments for Success!

CESA #3
March 1, 2010

First Half: Participants in this interactive workshop will learn principles for organizing writing instruction that will prepare students for success through the use of four kinds of pre-writing that familiarize students with important concepts, structures and conventions of writing in sophisticated genres such as argument or extended definition. An example of a complete sequence will be modeled and used which can serve as a template for all writing instruction.

Second Half: This interactive workshop will focus on engaging research-based methods for helping students to write more competently and correctly. Highlighted topics will include ways of thinking about error, helping students inquire into language use, teaching correct language use in context through induction, sentence-combining, and writing from models.

Dr. Jeffrey Wilhelm is an internationally-known teacher, author, and presenter. He has been a classroom teacher for fifteen years and is currently Professor of English Education at Boise State University. He works in local schools as part of the Professional Development Site Network, and teaches middle and high school students each spring. He is the founding director of the Maine Writing Project and the Boise State Writing Project.

He has authored or co-authored 16 texts about literacy teaching. He has won the two top research awards in English Education: the NCTE Promising Research Award for "You Gotta BE the Book" (TC Press) and the Russell Award for Distinguished Research for "Reading Don't Fix No Chevys". He has worked on numerous materials and software programs for students and has edited a series of 100 books for reluctant readers entitled The Ten. Jeff enjoys speaking, presenting, working with students and schools. He is currently researching how students read and engage with non-traditional texts like video game narratives, manga, horror, fantasy, etc. as well as the effects of inquiry teaching on teachers, students, and learning.

Level I Membership

Districts: Cuba City, Darlington, Ithaca, Pecatonica, Platteville, Seneca, Shullsburg
Level I membership entitles districts to send two (2) people to all events sponsored by the PD Consortium during 2009-2010. Additional staff may attend the events at a rate of \$80 per event/per teacher.

Level II Membership

Dodgeville and Fennimore
Level II membership entitles districts to send four (4) people to all events sponsored by the PD Consortium during 2009-2010. Additional staff may attend the events at a rate of \$80 per event/per teacher.

Non-Consortium Members

Non-consortium districts and Community Based Agencies & School Districts Outside of CESA #3 may attend event with fee ranging from \$150 - \$300 per person depending on the presenter fees.

NOTICE:

To Register go to www.myquickreg.com

CESA #3 will be implementing a new event registration process and service tracking system for the 2009-10 school year. This program will allow you to register (become a member) once and your information will be saved for future registrations. You will be able to view reports based on workshops/trainings that you have attended through CESA #3 for professional development reporting, etc. To register on the site you 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 on-line 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.

Contact Information

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CESA #3

Instructional Services



Professional Development Consortium



2009-2010



Doug Buehl

Strategies to “Snag ‘Em”
Developing Readers in Academic Subjects

CESA #3
November 5, 2009

Students are challenged by increasingly more sophisticated reading demands as they progress through their years of education. In particular, they are expected to become accomplished readers of a variety of academic disciplines. To continue to develop as readers, students need to become comfortable with “the talk of a discipline”—as readers, they need to learn how to think like a historian, a scientist, a mathematician, and so forth. Students may develop their abilities as readers in some academic disciplines, such as reading literature, but remain stalled as readers in others, such as science, social studies, or mathematics. As a result, comprehension instruction must be embedded in the teaching of an academic discipline to support learners as they increasingly assume some of the attributes of “insiders,” expert readers of texts within a specific content subject.

What strategies do proficient readers employ when they are engaged in these reading tasks? And how can middle and high school teachers support and develop their students’ capacities as readers, writers, and thinkers? This workshop presents a foundation for literacy instruction across the curriculum as outlined in the recently released DPI Wisconsin Adolescent Literacy Plan (December, 2008). This workshop will outline methods for embedding reading comprehension instruction into the teaching of content disciplines, enabling all students, from struggling to strong readers, to develop their competence as readers capable of meeting the challenges of the high school curriculum. Strategies will be modeled that develop students’ abilities to engage with texts as proficient readers within the contextualized settings of academic disciplines.

Doug Buehl is a teacher, author and national literacy consultant. His 33 years as a teacher in the Madison Metro School District include experiences as a social studies teacher, reading teacher and reading specialist, and district Adolescent Literacy Support Teacher. Doug was a founding member of the IRA Commission on Adolescent Literacy, past President of the Wisconsin State Reading Association, and past President of the IRA Secondary Reading Interest Group; and was the 1996 recipient of the International Reading Association’s Nila Banton Smith Award, which is presented to an outstanding secondary reading educator. A frequent presenter at state and national conferences, he is currently serving as co-chair of the DPI Adolescent Literacy Task Force.



Two Sisters

Accelerate Learning:
Engaging the Rest of the Class During Small Group Instruction with The Daily 5

CESA #3
December 2, 2009



Do you love teaching but feel exhausted from the energy you expend cajoling, disciplining, and directing students on a daily basis? If so, you’ll want to join “The Sisters,” Gail Boushey and Joan Moser, for this lively and informative session.

This session will focus on The Daily Five, an elegantly simple structure based on literacy learning and motivation research designed to develop, support, accelerate, and motivate students to be engaged for long periods of time in the act of reading. The Daily 5 is a series of research-based literacy tasks which students complete daily while allowing the teacher time to confer with individuals and meet with small groups.

The session will explain the philosophy behind the structure, and will teach you how to carefully and systematically teach your students to build stamina and independence in Daily 5 or any activity.

The Daily Five is more than a management system or a curriculum framework; it is a structure that will help students develop the habits that lead to a lifetime of independent literacy.

Real life sisters, Gail Boushey and Joan Moser are known by the teachers they’ve worked with in Washington state and throughout the country as researched, strategic, and fun. Their reflective practice and combined experience of +40 years has led to the development of The Daily 5, a structure for fostering literacy independence in the elementary grades. They are nationally known consultants who passionately share their expertise creating beautiful spaces for learning in classrooms, assessment-driven instruction and meaningful literacy.

These sisters grew up on a farm in Eastern Washington in the small community of Colton. Being raised on a wheat farm as part of a large close-knit family has certainly helped shape the fabric of these sisters. Two of six children, they have always had a special bond and to this day enjoy spending time together and with each other’s families. Gail and Joan love to work together and are the best of friends, which is evident if you spend even just a few minutes with them.

Known for great fun and high energy, they are equally happy and comfortable in a classroom filled with children, speaking in front of hundreds of teachers, cheering for Gail’s girls at sporting events, camping with the family or whipping up a batch of the famous family “Moser Caramels.”

Tom Reardon

Math Literacy Motivators and “Cool Tools”

Integrating SMART Boards, TI Graphing Calculator Emulators and Other Exciting Technologies into the Mathematics 7-12 Classroom

CESA #3
December 7, 2009

Participants will be shown all features of the SMART Notebook software, including the new Math Software, and how to utilize the software creatively in their math courses. New, intermediate, and advanced users are welcome to attend. Participants will also see how to incorporate the TI-SmartView emulator for the 83/84+ graphing calculators and the emulator for TI-Nspire graphing calculators. Learn how to post your daily class notes online as colorful pdf’s and how to record your actual class presentations as SMART videos to use when you are absent. Other technologies will be displayed as time permits. Each participant will receive a CD full of activities and ideas to use in his/her math classroom.

TI-Nspire, SMART Boards, and TI-Navigator: Essential Creative Tools in the Middle and High School Mathematics Classroom

CESA #3
December 8, 2009

Participants will get “hands-on” experience with TI-Nspire, the newest handheld graphing calculator from Texas Instruments. See how to use TI-Nspire creatively and effectively and how it “buys me” valuable class time. Receive a CD full of activities and ideas to use in your math classroom. (Participants will get a condensed version of the features of the SMART Board from the December 7 session.)

Tom Reardon has been teaching high school mathematics for 35 years. He has been performing professional development for over 15 years, specializing in SMART Boards and Texas Instruments technologies. He is a T3 instructor and a SMART Exemplary Educator. Tom has worked with TI in developing and piloting several products including SmartView, Nspire, and Navigator. www.TomReardon.com.



Kim Gedde

Ready for More?
Differentiated Instruction “201”

CESA #3
January 22, 2010

Take a deeper plunge into differentiating instruction by exploring ways to keep high standards for all while providing classroom tools to target specific learning goals. Utilize authentic questioning and assessment strategies that take content, process, and products to various levels of depth and complexity. Explore classroom strategies and activities that are low in preparation time yet result in high impact of student success. Some of the instructional strategies to be explored include specific ways to increase critical thinking through tiering, flexible grouping through differentiated jigsaws, realistic management of differentiated instruction through anchor activities and compacting, differentiated note taking, vocabulary, comprehension strategies for greater success in all content areas, and more! Enjoy interactive activities that provide ideas that can be immediately applied to any classroom setting to improve student learning. Leave the workshop with specific ways to realistically manage differentiated instruction to improve long term memory retention of knowledge, conceptual understanding, and skills in any content area.

Kim Gedde is one of the nation’s outstanding teacher-trainers. She is a versatile and dynamic presenter who is committed to helping today’s educators make key connections to improve instruction and to maximize student success.

Kim draws upon her experiences as a teacher for students PK-12 across content areas, including specific cross content integration of language arts, math, and art, as well as her experiences as an administrator, and educational consultant for her practical, classroom-based presentations. Participants appreciate Kim’s sense of humor and her realistic, proven solutions to the problems that challenge classroom teachers.

Kim has been an educational consultant for Phi Delta Kappa International, Staff Development for Educators, the Association for Supervision and Curriculum Development, and several other esteemed educational organizations. She was instrumental in helping Texas teachers align their curriculum with the state standards and has presented extensively across the country customizing professional development.

One of Kim’s accomplishments includes co-authoring “The Write Connection: A Differentiated Approach to Writing,” which integrated the writing process, six traits of writing, and a skills-based approach to teaching writing standards throughout content areas.

