



Regie Routman in Residence

Organized Around Three Big Ideas:

SUSTAINABLE CHANGE

- develops a shared vision-vertical alignment of beliefs and practices
- □ presents an instructional coaching and leadership model for principals, teachers, and coaches
- □ provides ongoing support for new and veteran teachers and administrators
- □ enriches and improves the culture of the school relationships, teacher stability, and purposefulness of work
- ☐ focuses on increasing 4 E's teaching effectiveness, efficiency, engagement, and enjoyment

EMBEDDED PROFESSIONAL DEVELOPMENT

- ☐ effectively guides PLC's emphasis on learning, collaboration, and implementation
- □ provides regular, intensive, flexible, ongoing PD
- ☐ demonstrates best practices in reading and writing through observing, discussing, analyzing, and applying DVD-based, classroom lessons
- $\hfill \square$ encourages ongoing national conversations on Website

RAISING EXPECTATIONS AND ACHIEVEMENT

- $\hfill \Box$ addresses the needs and interests of ALL students -struggling, gifted, English language learners, culturally diverse, urban
- □ applies an Optimal Learning Model (gradual release model of responsibility) to show how teachers guide students towards becoming self-directed, independent learners
- ☐ deepens principals', teachers', and coaches' knowledge of how and what to teach and assess in reading and writing

For additional info go to:



Transforming Our Teaching Through Reading/Writing Connections:

- □ sets up the classroom environment to promote engaged, motivated, self-determining readers and writers across the curriculum
- □ shows detailed lessons and DVD footage for using writing to jumpstart reading in kindergarten as well as how to use this kindergarten standard to raise the bar on what we expect of students schoolwide □ embeds explicit word work in reading and
- embeds explicit word work in reading and writing texts, and does so with greater efficiency, enjoyment, and transfer of learning
- demonstrates how to use excellent fiction and nonfiction, book reviews, poetry, and more to guide and engage students in creating class-authored and student-authored texts that improve both reading and writing abilities
- □ shows how to implement shared writing in the upper grades as a way to demonstrate and shape oral language and writing, create texts to read, and teach collaborative group skills
- □ demonstrates how to use daily writing to increase reading achievement and enjoyment for all learners, especially for learners who struggle.

Workshop Dates & Times

October 13, 2009 CESA 6, Oshkosh
December 10, 2009 CESA 6, Oshkosh
February 16, 2010 Comfort Suites, Oshkosh

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May 4, 2010 CESA 6, Oshkosh

Time: 8:30 a.m. - 3:00 p.m.

Workshop Fee:

\$750.00 per attendee

* Does not have to be the same person at each workshop

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Register online:

http://www.cesa6.k12.wi.us/prof_dev/reg_online.cfm

Participant Name(s)
Position(s)
District
Phone (Work)
Phone (Home)
Would you like to be notified by email of future CESA 6 training sessions? ☐ Yes ☐ No
Email Address
Special accommodations or dietary needs
Please check one:
☐ Check is enclosed, made payable to CESA 6
☐ Bill my School District, PO #
Use my Conference Attendance Fund (CESA 6 employed staff ONLY)
☐ Credit Card Payment
Cardholder Name
Cardholder Address (include city, state ZIP)
Credit Card Type (VISA, MasterCard, etc.)
Credit Card Number
Expiration Date 3 Digit Code on Back of Card

RETURN TO:

Debbie Piotter, CESA 6 PO Box 2568, Oshkosh, WI 54903-2568 920-236-0591 Fax: 920-424-3478

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