

NEVER STOP LEARNING, GROWING, TEACHING

NOVEMBER 3 & 4, 2018



21ST ANNUAL FALL FOR EDUCATION CONFERENCE

UW-LA CROSSE INSTITUTE FOR PROFESSIONAL STUDIES IN EDUCATION



www.uwlax.edu/IPSE

**UW-La Crosse - Student Union - 521 East Ave North
Book Store Hours - Saturday, November 3rd 10 am - 2 pm**



WELCOME

Pat's Welcome Message

Never Stop Learning, Growing, Teaching! More than just words. It's what we believe in at the Institute for Professional Studies in Education (IPSE). This conference is all about YOU and what YOU need to be the best you can be for students in the classroom. We have assembled a group of top notch professionals excited to share information with you through three keynote addresses and through five strands that will transform how you approach your craft of teaching and leading.

- Best Practices Pedagogy and Technology
- Compassionate Schools (Trauma Informed Care)
- Culturally Responsive Teaching
- Curriculum Development and Assessment
- Leadership

Take what you learn from our presenters over these next two days and practice it in your classroom on Monday morning! Some of our presenters have made their materials available for us to share on our website so check them out at <http://www.uwlax.edu/IPSE/fall-for-education-conference>.

Additionally, we have 63 students who will be presenting their action research projects.

Public education isn't standing still in Wisconsin. Standards are constantly evolving and the demands you face in the classroom sometimes may seem nearly impossible to overcome. IPSE is here to serve and support you. What you do and how you do it in the classroom truly makes a difference in the lives of young people. Our role is to make sure we can provide you the support and tools to be the best you can be.



Onward and upward teaching professionals!

Pat Markos, Ph.D.
Director, Institute for Professional Studies in Education

Pat

Conference Agenda: Saturday, November 3, 2018

8:00—8:45am Registration Bluffs, 2nd Floor

8:00—8:45am Breakfast Bluffs, 2nd Floor

8:25—8:45am Introductions—Pat Markos, Ph.D., Director of Professional Studies in Education Bluffs, 2nd Floor
Marcie Wycoff-Horn, Ph.D., Dean of the School of Education, Professional & Continuing Education

8:45—11:45am Opening Keynote: Dr. Sharroky Hollie Bluffs, 2nd Floor
(10:15-10:30 Break Refreshments)

Six Ways to Know If You Are Culturally and Linguistically Responsive

The phrase “culturally and linguistically responsive” has now become cliché, the death knell in education. Cultural responsiveness benefits all students, in particular those students who have been traditionally under served in the United States’ schools. Given its importance to empowering and inspiring educators to be responsive and for students to be academically successful, how do you know if you are culturally and linguistically responsive in your mind-set and skill set?



Culturally Responsive Classroom Management Workshop

In order to have a positive classroom management system, teachers have to separate out cultural behaviors from disruptive behaviors. In many cases, the two are confused due to biases, misperceptions, and miscommunications. This workshop takes participants through a process of reflecting upon their unconscious biases, learning about cultural behaviors according to research, and practicing management strategies for building on the cultural behaviors.

11:45 – Noon Morning Meeting by Port Washington Learning Community Bluffs, 2nd Floor

12:00–12:45pm Lunch Bluffs, 2nd Floor

12:45-12:55pm Energizer by Fall Creek Adventure Based Learning Community Bluffs, 2nd Floor

Content Area Strands Key for Breakout Sessions

(B) – Best Practice Pedagogy

(C) – Curriculum Development and Assessment

(CR) – Culturally Responsive Classroom

(CS) – Compassionate Schools

(L) – Leadership

These keys will be located before the presenter’s name.

1:05- 2:20pm Breakouts 2nd & 3rd Floors

(B) Scott Fernholz – 10 Things Every Teacher Should be Able to Do In Google Docs Room 3314

As a teacher, you probably know about Google Docs. You’ve probably even been using pieces of it for years! But there’s a lot more to it than just sharing documents and having an easy, cloud-based solution for your classroom. In this session we’ll explore ten tricks/hacks that can make your life easier with Google Docs and up your Google game!

More on next page

Conference Agenda: Saturday, November 3, 2018

1:05 – 2:20pm Breakouts (Continued)

2nd & 3rd Floors

(CS) Lacie Ketelhut – We Were Smart Enough to Get the ACE Science. Are We Now Brave Enough to Use It? Bluffs, 2nd Floor

The Adverse Childhood Experiences (ACE) study is the largest study investigating how childhood stress and trauma impacts health and well-being across the lifespan. Understanding the role of trauma provides a new perspective on seemingly intractable community challenges including high-risk behaviors, social problems, disease, and disability. ACEs are the single greatest unaddressed public health threat facing our nation today. So what can we do about that?? The Answer - - “A Lot.”

(L) Susan Masterson – Leadership for Learning Room 3110

Participants will be engaged in exploring a variety of leadership styles and how these styles can influence teaching, learning, and administrative practice. Participants will examine their own leadership styles and needs in the context of their current practice.

(CR) Willem Van Roosenbeek – Including LGBTQ+ Identities in the Classroom Room 3105

LGBTQ+ identities are changing and our world is not ready! Young LGBTQ+ people have grown up in a world where LGBTQ+ characters have been in graphic novels and books, TV shows, films, video games etc. Same-sex marriage became the law, more schools have GSA's (Gender & Sexuality Alliances) than ever before, and LGBTQ+ people have run and won political office. They also see the backlash, hate, and violence against themselves and other underrepresented communities in our world. What can we do as educators? Inclusive classrooms, schools, and staff are the key. Please join us and learn how you can make a positive impact on your students.

(C) Matthew Lindsey – The State of the State for Teachers of Science in WI.

Meet with WSST President-Elect Matthew Lindsey, UW-La Crosse Alumni, and Mosinee High School Chemistry and Physics Teacher. This session is designed for the participants to be updated on Wisconsin science goals including NGSS/WSS sessions, share personal success stories, and identify science needs to better meet the needs of Wisconsin's teachers of science.

Room 3310



2:30 – 3:15pm Action Research Poster Sessions

Bluffs, 2nd Floor

1. **Braden Rindy – Effectiveness of Group Work in High School Math Classes:** Pros, cons, and how to implement effectively.
2. **Jen Sanchez – Small Group Math Instruction:** Better differentiate instruction based on individual and group needs. Strengthen student independence and accountability during structured center and station activities and also within small groups.
3. **Carolyn Schultz - Engaging Students in a Growth Mindset within a Standards-Based Teaching Paradigm:** This project centers around measuring student engagement before and after implementing goal-setting and student self-tracking and self-assessment to facilitate a change in students' mindsets from fixed mindsets (a belief that learning and intelligence are finite) to growth mindsets (a belief that they can learn anything through employing effort and appropriate and effective learning strategies)
4. **Rachel Struck - How to Take Brain-Appropriate Steps in Engaging Students in Social Studies:** Steps to engage students in social studies. Implementing these steps through using some literature, art, music, and/or technology to help students understand that social studies is more than studying the past, but rather the impact that it has on their future.

More on next page

Conference Agenda: Saturday, November 3, 2018

2:30 – 3:15pm Action Research Poster Sessions (Continued)

Bluffs, 2nd Floor

5. **Jackson Baumgart - What Strategies can be Implemented to Increase Engagement in Middle School Science?:** It is no secret that increased engagement in the classroom is linked to higher levels of learning. My research will specifically look at what we can do as teachers to maximize the engagement of our middle school students. My data will consist of teacher observations along with student feedback of how engaged they were in various lessons, along with open ended responses from students to share what motivates their generation of learners that we have in our classrooms.
6. **Megan Derfus - The Effects of Co-Creating Learning Pathways on Learner Self-Efficacy and Proficiency of Standards:** Personalized learning can represent different beliefs around education. In the context of this study, personalized learning represents self-paced instruction centered around individual learners' strengths, needs, and preferences, with the learner and teacher working in collaboration to set goals and create learning plans. This study is examining the relationship between learners co-creating learning pathways to reach proficiency in learning targets and their self-efficacy.
7. **Hannah DeYoung - The Effects of the S.M.A.R.T. Program on Counting and Cardinality in Kindergarten:** After implementing the S.M.A.R.T. program into my classroom, I am exploring the effects on mathematics instruction, as well as literacy and behaviors. What can movement in the classroom really do for our students?
8. **Jennifer McMahon - The Effects of Repetition on the Acquisition and Retention of Second-Language Vocabulary Terms:** The objective of my study is to observe how scripted (handwritten) and typed repetition of vocabulary words affects high school students' acquisition of vocabulary in a second language.
9. **Angie Krausse - The Effects of Mindfulness on Writing Achievement in a Second Grade Classroom:** This research examines how mindfulness can affect brain development and emotional well-being. The action plan conducted takes a closer look at how mindfulness can affect students' writing achievement in a second grade classroom.
10. **Emma Becher - Developing Self-Determination In Students Through Student-Led IEP Meetings:** Self-determination — a multi-faceted set of skills that “is comprised of autonomy, self-regulation, psychological empowerment, and self-realization” — is an essential skill for young adults with disabilities to possess. This action research study evaluated whether student-led IEP meetings are an effective intervention to improve students' understanding of their disabilities and IEPs and to positively influence students' perceptions of their self-determination.
11. **Carrie Friedenbergl - Action Research Title: The Effects of Mindfulness on Students' Ability to Demonstrate Respectful School Behavior:** Will participating in mindfulness provide students with skills that promote respectful behavior at school? This action research analyzed the effect of participating in daily mindfulness for students identified with a disability. More specifically, will students' respectful school behavior improve with the implementation of mindfulness?
12. **Whitney Hansen - The Effects of Think-Pair-Share Activities on Student Motivation and Achievement:** Will using think-pair-share activities motivate students to take responsibility to learn the content? This research examined how collaboration in the classroom increases student achievement and motivation. The action plan looks closer at how think-pair-share activities can increase vocabulary acquisition.
13. **Lindsay Johnson - The Effect of Professional Learning Communities on Student Learning and Achievement:** As an increased effort to close the achievement gap many school districts are implementing PLCs. PLCs, or Professional Learning Communities, are made up of a team of educators who collaborate and follow a structured approach in developing curriculum and assessment with the goal of increasing students' levels of achievement. This action research study analyzed data from fourth grade student assessments to evaluate if engagement in a PLC automatically increased student achievement.

More on next page

- 14. Megan Wieser - The Effect of Formative Assessment on Student Achievement Levels in Mathematics:** This study focused on the impact that daily use of formative assessments in a middle school mathematics classroom had on student achievement on both unit assessments and standardized assessments. The study also focused on the impact that the use of formative assessments had on closing the achievement gap among students of different ethnicities. Finally, the study measured the impact that formative assessments had on student confidence and motivation in mathematics.
- 15. Mary Jagusch - Implementing Paired Reading Strategies in the Music Classroom and Its Effect on Note Reading:** By taking turns reading the measures students will have to follow along as their classmates read the notes, and look ahead to what they will be reading. Participating in paired reading may help their ability to read the notes faster and learn the songs more quickly, better preparing them for fifth grade strings.
- 16. Kathryn Pearce - The Effects of the Document Based Question Project on Students' Writing Achievement in Social Studies:** This study observed how using the Document Based Question (DBQ) Project would affect 11th grade students' overall achievement in writing. Students had the chance to develop their critical thinking skills and overall improve their understanding of basic writing concepts as well as incorporating primary source documents into a scholarly essay.
- 17. Kyle Suprenand - How do Historical Reading Skills Affect Student Comprehension of Non-fiction Text?:** I will be looking at whether practice with contextualization, corroboration, and evaluating sources will better help with student comprehension of complex nonfiction, especially in our diversifying digital world.
- 18. Jourdan Stacey - How Self Regulation Effects Classroom Behavior?:** This study allows students to become more in touch with their feelings and identify why they may be feeling a certain way. After they can better identify their feelings, they will try to discover their triggers for stress related feelings. The goal will be to try to reduce those stressors for students after they have been identified. Students will continue to reflect on their behaviors to become aware of when they may be becoming over-stimulated or over stressed. Finally, students will be able to respond to those stressors in a way that will help them calm, rest, and recover. Through this process of reframing behavior, I hope to enable students to gain more self-control in the classroom and alleviate disruptive classroom behaviors.
- 19. Katie Byer - How Self-Evaluation Tools Impact Student Participation, Achievement, and Proficiency in a Spanish Classroom:** Students will utilize different self-evaluation tools like grade book reflections, portfolios, and self-grading. If students are involved in setting criteria, assigning grades, and reflecting, I hypothesize that they will take more ownership of their learning and in turn, improve their language proficiency.
- 20. Sarah Westman - The Effect of Goal Setting on Fifth Grade Students Achievement in Math:** The purpose of this study is to observe how student goal setting strategies will affect fifth grade student's overall achievement in math. For data collection purposes, I will be administering a math interest and motivation survey to measure each student's desire to learn math. Students will first complete the survey in September and then again in November. Additionally, I will use the STAR math assessment as well as the district math benchmark assessment to collect evidence of student learning. Students will be tracking their stamina to see how setting goals effects their time on task. The students will make at least two math goals per quarter that they will work towards.

Conference Agenda: Saturday, November 3, 2018

2:30 – 3:15pm

Action Research Poster Sessions (Continued)

Bluffs, 2nd Floor

21. **Bree Moore-Lawrence - What is the Effect of Resiliency on Individual Student Performance?:** The purpose of this study is to observe the effect of resiliency on student performance. Through STEAM activities, surveys, journal entries, and observations I will determine student performance and gains in resiliency before and after lessons designed to promote resiliency.
22. **Jamie Vermes - What Effect Does Music Integration have on Student Academic Performance in Language Arts of a Second Grade Student?:** The purpose of this study is to determine the effect of using music for student academic performance in the classroom with second grade students. My hypothesis is that students will be able to increase connections and comprehension skills with what they're learning in language arts by using the music strategies I will teach. I will collect data of various forms to gain information and gear my lessons to be more engaging so that students will gain knowledge and insight.
23. **Brenda Seagreaves - Finding the Best Practices of Guided Reading for Third Graders:** I am focused on ability groups, free choice reading, leveled texts and targeted skills during small groups.
24. **Jenn Speckeen - Training Parents about Growth Mindset and the Effects on Student's Attitudes and Goal Setting:** I am having parent sessions to introduce Growth Mindset and how parents can incorporate it at home. We are working on goal setting with Fry words and teaching Growth Mindset in our classroom.
25. **Katherine Fries - Music Literacy and Independent Musicianship in the Choral Classroom:** The objective of this study is to observe how developing music literacy fundamentals will affect seventh grade choral students' independent music comprehension. The hypothesis of this study is students with daily practice in music literacy skills will learn their repertoire more independently and analyze that repertoire with deeper levels of musical interpretation.
26. **Christie Hogan - The Effects of Mindfulness on Student Ownership of Their Education of Seventh Grade Students:** My research is evaluating the effects of using mindfulness techniques on seventh grade students' ownership of their education.
27. **Reid LaDew - The Effects of Standards Based Assessment Practices on Growth Mindset of High School Musicians:** The purpose of this study is to observe how the use of unscored, non-judgmental, descriptive feedback on formative assessment affects student growth mindset.
28. **Eric Wheeler - Increasing Student Engagement via Flipped Learning:** My goal is to use a flipped learning environment to change how students learn and hopefully increase their engagement.

Jocelyn Buxton: "The friendships have been so amazing. When you see people at staff development or anytime the district comes together, everybody's hugging and so excited and catching up: 'How are your kids?' or 'How's this going?' Everyone knows each other so much more than that surface level of 'We work together.' We genuinely know about one another. We are excited for each other and we care about one another in a way that would not have happened without our cohort."

Conference Agenda: Saturday, November 3, 2018

3:15 – 3:20pm Monroe 2 Learning Community Video

Bluffs, 2nd Floor

3:30 – 4:45pm Breakouts

2nd & 3rd Floors

Content Area Strands Key for Breakout Sessions

(B) – Best Practice Pedagogy

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(CR) – Culturally Responsive Classroom

(CS) – Compassionate Schools

(L) – Leadership

These keys will be located before the presenter's name.

(B) Scott Fernholz – Interesting Ways to Use G Suite in the Classroom

Room 3314

Teachers are truly innovative and amazing! Come discover the transformational projects and ideas featuring the Google Suite of Apps that teachers have used to amplify teaching and learning in the classroom. Projects, templates and examples galore will be shared. Join us and explore the Google infused classroom of today.

(CS) Lacie Ketelhut – Trauma-Informed Schools: Simply One Player on the Team

Bluffs, 2nd Floor

Trauma-Informed Schools are all the talk, but a key concept is often missing from the discussion. The impact of ACEs or childhood trauma is complex and complex problems cannot be solved by one sector of the community alone. To effectively respond to a complex problem, we need to change the conditions that are holding the problems in place. Thus, we need a different framework than traditional models of collaboration and program planning. Learn how La Crosse County is taking action to “Create a Resilient & Trauma-Informed Community” and the opportunity for expanding the model to surrounding counties.

(L) Bill Gillespie & Ann Yehle - Experience Principal Leadership First Hand

Room 3105

Principal candidates in the UWL Principal Program and their instructors will engage you in conversation about real-life experiences as a principal and/or teacher leader preparing for the principalship through the practicum experience. You will hear stories of leaders reflecting on their past experiences in the role of school principal. You will be able to ask questions and get straight answers about the role a principal plays in developing a successful school. This will be an interactive session that will be very thought-provoking and encourage you to think differently about the role a school principal plays in today's school community.

(CR) Gary Willhite – Literacy in the 21st Century and Beyond, and Traditional Literacy versus Secondary Literacy: Bridging the Gap

Room 3310

There are three main foci to this presentation. We will review two literacy incentives taking place in our region - Books on the Bus & Teacher's Choice. We then turn to the following: Traditional Literacy versus Secondary Literacy: Bridging the Gap - What is the gap? Why is there a gap? What do we do about the gap? Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field. The remainder of this session will help explore and unpack the what and how of Disciplinary Literacy for today's learners.

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Conference Agenda: Saturday, November 3, 2018

(C) Matthew Lindsey – Responding to the Needs of Teachers in Science.

Matthew will follow up on his first session by addressing needs through the new Wisconsin Science Standards, Next Generation Science Standards (NGSS), and WSST. He will model a process for all levels of teachers of science to improve their lesson plans.

REMINDERS: DON'T FORGET TO BRING YOUR LANYARD TOMORROW. THEY ARE NEEDED TO ENTER THE PRESENTATION ROOMS.

Room 3110



Daylight Savings Time Tonight – Set Clocks Back 1 hour

If you are not returning tomorrow, **leave your lanyard** with one of our staff in your room. We recycle.

Darcy Lenz: "Teaching is a second career for me. I'm in my second year and need support. I deliberately chose a high poverty school because these are the kids I want to serve. It demands a lot from you personally. Having the support of my trauma-informed PLC is incredibly helpful.

We're working together more to solve problems, to be leaders in our buildings, and to shape where our school goes--shape our climate, our culture. We have a vision because of our cohort and we are connecting through that vision and it's awesome.

I'm a busy lady, I don't have time for wasted energy, I can't waste a minute, and this program has been awesome."

A promotional graphic with a dark red background. At the top, white text reads "REFINED TECHNIQUE, IMPACTFUL TEACHING" and "- ONLINE GRADUATE READING PROGRAMS -". Below this is a black and white photograph of a female teacher sitting at a table with a young boy, reading a book together. To the right of the photo, white text reads "The path to achievement:" followed by a bulleted list: "» UTILIZE best practices to guide students to a brighter future.", "» UNDERSTAND how to assist students from varying backgrounds.", and "» CLOSE student achievement gaps." Below that, white text reads "Quick facts:" followed by another bulleted list: "» ONLINE", "» Reading Teacher 1316 Add-On Certificate (3 terms | 18 credits)", "» Reading Teacher 1316 Certification MSED (5 terms | 30 credits)", "» Reading Teacher 1316/Reading Specialist 5017 Certification MSED (6 terms | 37 credits)", and "» Scholarships and financial aid available".

REFINED TECHNIQUE, IMPACTFUL TEACHING
- ONLINE GRADUATE READING PROGRAMS -

The path to achievement:

- » UTILIZE best practices to guide students to a brighter future.
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Conference Agenda: Sunday, November 4, 2018

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|----------------|---|-------------------------------|
| 7:00—7:45am | Registration | Bluffs, 2 nd Floor |
| 7:00—7:45am | Breakfast | Bluffs, 2 nd Floor |
| 8:00—9:30am | Opening Keynote: Kathleen Budge Disrupting Poverty: Five Powerful Classroom Practices What is the difference between teachers who succeed with students who live in poverty and those who are less successful? Studies show it goes well beyond the curricula selected and teaching strategies employed. The way in which teachers relate to students and the kind of classroom culture they create, is key to their success. Kathleen will share five classroom practices design to disrupt poverty's adverse influence on learning by fostering such a culture. | Bluffs, 2 nd Floor |
| 9:30 – 9:45am | Morning Meeting by Port Washington Learning Community | Bluffs, 2 nd Floor |
| 9:45 – 9:50am | La Crosse B4 Learning Community Video | Bluffs, 2 nd Floor |
| 9:50 – 10:00am | Break | Bluffs, 2 nd Floor |

Maggie Hegy: "It's so nice being with other teachers. I'm a first year teacher myself, so I'm working a lot with veteran teachers and that's awesome. It's really energizing for me. Just to hear that the veteran teachers are going through the same things that I am. Doing something on a weekend and being able to apply it directly into my classroom the following Monday has been really great. I think that we are learning things here that we wouldn't get anywhere else by listening to these veteran teachers."

"It's just so far from a traditional concept of going back to school or going to class or getting your master's degree. It really is a community. It's not just 'Okay, go read this. Do your assignment. See ya later.' We talk about just how important our face-to-face meetings are because we learn so much just from the being in the same place and having such in-depth discussions. So I just really love that it's not the traditional, intimidating classroom setting."

10:00–10:45am Action Research Poster Sessions **Bluffs, 2nd Floor**

- 1. Jenny Wheeler – Increasing Student Engagement When Teaching Grammar in Spanish Class:** Focusing on ways I can improve student engagement through movement, making the curriculum relevant, working in pairs/groups, etc. in the world language classroom.
- 2. Amy Joley - The Effects of 30 Minutes of Increased Playtime with Teacher Interaction can Positively Impact the Social/Emotional Growth of Kindergarten Students:** Observe how increasing play by an additional 30 minutes a day in my kindergarten classroom and adding teacher interaction during play, will affect students' social and emotional growth .
- 3. Samantha Semanko - How Does Goal Setting affect Student Achievement in Math?:** Examining the affects of goal setting on student achievement in math by teaching students about S.M.A.R.T goals. Students will make their own goals related to our math curriculum.
- 4. Ashley Drasch - Effects of Student Choice on Engagement:** I will be looking at how engaged students are when they are given the choice of seating, assignment timelines, choice of homework, etc. My goal is to see students participating and more engaged in the classroom when they are given the opportunity to have a say in choices made rather than just the teacher's decision.

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Conference Agenda: Sunday, November 4, 2018

10:00–10:45am Action Research Poster Sessions (Continued)

Bluffs, 2nd Floor

- 5. Teresa Fox - Effects of Play on Literacy in a Kindergarten Classroom:** Focusing on how play can effect the whole child as well as behavior and social and emotional aspects.
- 6. Amanda Schmalz - The Effects of Mindfulness on Focus and Attention in Elementary Students:** This research examined how implementing daily mindfulness activities can affect the focus and attention of elementary students. This action plan studied how daily mindfulness activities affected the focus and attention of a class of first grade students.
- 7. Chelsea Hammett - The Impact Individualized Spelling Lists Have on Spelling and Writing:** This study analyzed how individualized spelling lists can help students become better spellers, and writers. This action plan focused on using high frequency words to create individualized spelling lists and the benefits of utilizing student choice in a spelling instruction model.
- 8. Erika McCutcheon - The Effects of Goal Setting on Student Achievement in Writing:** Does goal setting positively affect student achievement? This research project looked at the benefits of goal setting in a kindergarten classroom. It looked at the process of goal setting during writer's workshop and measured the improvements of students based on their specific goals.
- 9. Nicole Burmesch - The Impact of Morning Meeting on Student Relationships in a Fourth Grade Classroom:** Creating a positive, safe, and engaging classroom community is important at all grade levels. When students feel accepted and respected, learning can flourish. This action research study examined how implementing Morning Meeting can have positive effects in the classroom and specifically on student relationships.
- 10. Alysha Feldkamp - The Impact of Reading Workshops on Student Literacy and Engagement:** Providing students choice in the texts they engage with will allow them opportunity to demonstrate comprehension and skills progression without struggling with the reading material. Structuring this instruction around a mentor text will allow me to model skills and strategies to help students become more successful readers and writers while still meeting the district curricular expectations. Hopefully, this research will result in more engagement and growth in literacy skills for all students.
- 11. Emily Gerich - Effect of Parent Participation in Educational Playgroups:** This study explores what the effect parent engagement in educational playgroups had on parent's understanding of how children learn and develop through play.
- 12. John Arnost - How will the SIOP Model Affect Academic Achievement in Math for English Learners?:** It is researching how sheltered instruction will help English Learners grow their math vocabularies. It will take a look at what strategies work the best to help English Learners learn math the best.
- 13. Maggie Hegy - The Effects of Using Targeted Small Group Instruction on Third Grade Achievement in Math:** I implemented a targeted small group instruction throughout my math block. From data based on initial assessments I conducted at the start of our school year, I grouped students based on their needs. Students worked through rotations during the block, including with me, independent work, and partner or group activities.
- 14. Ruth Bent - The Effects of Increased Target Language Use on Spanish Students' Language Acquisition:** The recommendation for target language use in foreign language classes is 90% (ACTFL). This is something I want to improve in my practice. This research project will push me to learn and develop strategies to maintain a high level of target language use in my classes. Providing students with a large amount of rich input will hopefully result in language acquisition, student engagement, and meaning-making skills.

More on next page

15. Claire Tibodeau - How to Best Use Portfolios to Engage Students in Middle School Social Studies:

Instead of using traditional tests, my 7th grade students will be using e-portfolios to demonstrate their understanding of the unit of study. To assist in this transition, students will also utilize social studies notebooks for reflection on the unit of study and the e-portfolio will be the final reflection.

16. Laura Suprenand – How Do Authentic Science Lab Assessments Affect Student Comprehension:

The objective of this study is to observe how authentic science lab assessments affect student comprehension in my Biology classes. The research results will be used to improve and adapt the implementation of future authentic science lab assessments to increase student comprehension.

17. Kristin Potter - The Effects of Balanced Literacy Approach on Fourth Graders' Overall Reading

Achievement: What is the best way to teach students how to read? This question is one educators ask themselves each and every day, including myself. One approach educators have found to be successful when teaching reading and writing is balanced literacy instruction. Although balanced literacy was most popular ten to fifteen years ago, educators are continuing to use this approach to deliver high quality literacy instruction. This research study found the balanced literacy approach did support reading achievement through running records, STAR, and observational notes.

18. Karen Elmer - How a Therapy Dog Can Improve Student Reading In the Classroom: I will be inviting a therapy dog into the classroom to read with students set days of the month. I will be looking at attitudes towards reading, oral reading fluency, and general comprehension.

19. Tricia George - The Effects of Play in Kindergarten on Academic Achievement in Mathematics: My research is focusing on using play based learning in my mathematics instruction in order to achieve academic standards in a developmentally appropriate way.

20. Rachel Lee - How do Brain Breaks in the Classroom Impact Student Focus and Behaviors?: The objective of my project is to see how brain breaks impact student focus and behaviors in the classroom. The students will participate in a variety of brain breaks including active breaks, calming breaks, and social breaks. I am hoping to see a correlation between giving students a break and increased focus and positive behaviors during class.

21. Stephanie Milmoe - How Character Education Affects Social Interaction: The objective of this study is to observe how implementing character education lessons will affect the social interaction within my Team Games classes. The hypothesis of this study is: implementing character education into my lessons will increase positive social interaction within students in my Team Games classes.

22. Zoe Simon - How Reflection Affects Student Ownership in Their Education: Reflective techniques and activities will be integrated into the biology classroom. Throughout the implementation of these reflection tools, students/parents will be surveyed to find the initial level of student ownership over their education and if it increases throughout the data collection period

23. Stacy Stoecklein - How Does Point Processing During Lecture Affect Student Engagement?: This study is taking place during the lecture components of the fall semester in my human anatomy and physiology classes. I am implementing a variety of point processing strategies into the traditional class lecture to promote more authentic engagement from the students.

24. Samantha Stout - How Does Movement in the Classroom Affect Self-Regulation?: My research topic is going to look at how incorporating movement into the classroom routine affects self regulation of my students. My goal is to try to enhance focus and attention, while decreasing problem behaviors.

25. Cassie Tolvstad - How Mindfulness Practices Impact Student Disposition: The research that I will be doing will be focusing on mindfulness, specifically on growth and fixed mindset in the classroom. My goal in my research is to see how mindfulness exercises affect student disposition.

Conference Agenda: Sunday, November 4, 2018

10:00–10:45am Action Research Poster Sessions (Continued)

Bluffs, 2nd Floor

26. Cody Weadge - The Effects of Historical Thinking Strategies on Seventh Graders' Analysis of Primary Sources: My research aims to study the effect of historical thinking heuristics on students' analysis of primary source materials. Students will be introduced to the historical thinking heuristics of sourcing and contextualization at the beginning of the school year. Students will analyze a primary source after their initial introduction to historical thinking as well as at the end of the quarter once more modeling and scaffolding occurs.

27. Jenny Larrabee – Does Teaching Students About Growth Mindset Help Improve Student Motivation?: My research examines how motivation changes among low performing 7th graders in math when being taught about growth mindset. The research looks at a pre and post survey about mindset, student work, and teacher observation.

28. Ryan Strunz – Best Practices in the Transition to a Five-Period Trimester: A focus on the best practices in a transition to a new schedule

Michelle Powell: "So for me, it was stuff that I could literally turn around on Monday morning and implement into my classroom on the fly. It was instant—hands-on tools that we could take back and use."

"My successes were my community's successes and I had people to pick me up when I failed. My community gave me the confidence to go and try those new strategies. I began to have new conversations, attempt new strategies, and build new relationships that I wouldn't have in the past. Community has everything to do with the success I've had."

Content Area Strands Key for Breakout Sessions

(B) – Best Practice Pedagogy

(C) – Curriculum Development and Assessment

(CR) – Culturally Responsive Classroom

(CS) – Compassionate Schools

(L) – Leadership

These keys will be located before the presenter's name.

11:00am – 12:15pm Breakouts

2nd & 3rd Floors

(L) Nancy Lockett – Leadership – How to define it? Noun or Verb" Position – Title or Vision – Passion?
Bluffs, 2nd Floor

We'll use our time together to explore the psychology bases behind what it takes to create an inspiring vision of the future and motivate and inspire people to engage in that vision.

We'll dig deep into understanding:

- the psychology needs of the human spirit
- the power of the 5 WHYS strategy
- the four tools to show up with every day that makes 'leading others' possible

Tools and templates will be provided as well as an opportunity to engage in personal application of the principles and practices. These principles and practices are applicable to working with students and/or adults.

More on next page

Conference Agenda: Sunday, November 4, 2018

11:00am – 12:15pm Breakouts (Continued)

2nd & 3rd Floors

(CS) Nicole Milleran – (Part I) Challenging Behaviors-What the Heck to Do With Them? Circle of Security, Relevant at Work and in Everyday Life **Room 3310**

The best way for children to heal from the effects of trauma and loss, and to develop better strategies for regulating emotions and behavior, is to have a secure relationship with important caregivers. However, when a chair or the F bomb is being thrown at you, that is easier said than done. Circle of Security and the informed model help teachers, practitioners and caregivers integrate Circle of Security into the work and parenting that they are already doing. This model will expand your understanding and responses to the challenging behaviors of kids and why they do what they do. Attendees will be able to walk away from this training with a new perspective. Attendees will be able to use Circle concepts in all areas of their life.

(B) Karen Beal - We've Tried Everything. Reaching Out to the Unreachable Child. **Room 3314**

Many of the children whom we serve are struggling not only with diagnosable mental health disorders but also with family system issues and trauma. As a result, they come to school distracted, dysregulated, and impulsive. My goal is to assist with creating a nonjudgmental and empathetic environment to assist in creating interventions which will help teach children how to communicate their thoughts and feeling using Cognitive Behavior (CBT) and Dialectical Behavior Therapy (DBT) strategies. These strategies are used to help rebuild trust at school so the child can attend in the classroom, reduce emotional reactivity, and communicate more effectively thus reducing impulsivity. Specifics DBT strategies to be discussed include Mindfulness, DEAR MAN, and Wise Mind. The challenges we face while working with these “unreachable” children play a role in the effectiveness of our interventions and will be discussed throughout the session.

(CR) Janel Anderson – Travel-Study for Teachers **Room 3105**

Have you ever wondered what it would be like to bring the world right into your classroom? In this session you will learn that international travel-study is possible and affordable for all teachers. Janel Anderson has made international travel-study a part of her professional development goals for a decade and in that time she has brought real life stories from Cuba, Morocco, Thailand, Jordan, Argentina and more to her students. Find out how and why you should make global travel part of your on-going professional development. Learn about affordable programs that want educators like YOU to apply!

(CR) Karen Mesmer – Exploring the NGSS

We will explore the three dimensions of the Next Generation Science Standards and examine the shifts in teaching and learning that occur with NGSS. We will also discuss aligning curriculum.

Room 3110



Emily Gerich: "I've seen this great engagement in learning-- what's best practice and then applied it into my teaching and to who I am as a leader in my school. The affirmation of what we know to be best practice is so important. The program is working for me because it's all on-line. You have to understand your learning goals first to figure out what program is going to fit you the best."

Conference Agenda: Sunday, November 4, 2018

| | |
|--|--|
| 12:15 – 1:00pm Lunch | Bluffs, 2 nd Floor |
| 1:00 – 1:15pm Energizer by Fall Creek Adventure Based Learning Community | Bluffs, 2 nd Floor |
| 1:15 – 1:20pm Fall Creek Adventure Based Learning Community Video | Bluffs, 2 nd Floor |
| 1:30 – 2:45pm Breakouts. | 2 nd & 3 rd Floors |

Content Area Strands Key for Breakout Sessions

(B) – Best Practice Pedagogy
(C) – Curriculum Development and Assessment
(CR) – Culturally Responsive Classroom
(CS) – Compassionate Schools
(L) – Leadership
These keys will be located before the presenter's name.

(B) Nancy Lockett – Making Information You Share With Your Students STICK! **Bluffs, 2nd Floor**

We'll look at the task of how to help students make sense of and remember important, useful, relevant information from two unique perspectives. One, the time honored New American Learnture's three phrase format; plan, present, process (Silver, Strong, Pervini ---Ausubel). A template will be provided that will be helpful in utilizing the format. And, second, a newer 4Cs format that entails attention to connecting learner to learner, learner to topic, learner to personal goals, and learner to outcomes

(Bowen). Resources for implementing the 4Cs will also be provided.

(CS) Nicole Milleran – (Part II) Challengin Behaviors-What the Heck to Do With Them? Circle of Security, Relevant at Work and in Everyday Life **Room 3310**

The best way for children to heal from the effects of trauma and loss, and to develop better strategies for regulating emotions behavior, is to have a secure relationship with important caregivers. However, when a chair or the F bomb is being thrown at you, that is easier said than done. Circle of Security and the informed model help teachers, practitioners and caregivers integrate Circle of Security into the work and parenting that they are already doing. This model will expand your understanding and responses to the challenging behaviors of kids and why they do what they do. Attendees will be able to walk away from this training with a new perspective. Attendees will be able to use Circle concepts in all areas of their life.

(L) Bill Gillespie and Ann Yehle – Caring Principal Leadership **Room 3105**

The caring practice of leadership as a principal is an important model for teaching and learning. A caring principal serves the learning, developmental, and social needs of students as persons. Caring school principalship requires a sense of goodness and an attitude of caring. A caring principal is one who achieves high levels of thoughtfulness among students and staff, fosters relationships characterized by caring and civility, and shows increased student learning through shared decision making. Setting goals that reflect a caring school vision and mission centered on a sense of belonging with a family-like atmosphere, characterizes a school community served by a caring principal. Interested in learning more about caring principal leadership? If so, attend this session.

(CR) Shaundel Spivey and Melissa Murray – Equity Needs Action **Room 3314**

It is important to understand that equity, diversity, and inclusion has to go beyond words on paper. This session will focus on the importance of turning words into action.

More on next page

Conference Agenda: Sunday, November 4, 2018

1:30 – 2:45pm Breakouts (Continued)

2nd & 3rd Floors

(C) Karen Mesmer – What Does NGSS Look Like in the Classroom

Engage in an immersion activity as a student to experience phenomena, questioning, modeling, and other practices to help learn a core idea. These will be tied together with cross cutting concepts and be a part of a storyline.

Room 3110



3:00 – 4:30pm Closing Keynote Speaker - Michele Borba

How to Teach Students the 9 Essential Habits of Empathy

Empathy activates conscience, curbs bullying, reduces prejudice and promotes moral courage, the foundation to trust, the benchmark of humanity and core to everything that makes a society civilized. But empathy is also diminishing in our students: a 40 percent drop in the last 30 years. For students to be truly “successful,” they also need to be able to put themselves in someone else’s shoes and think “WE” not “ME.” This inspiring address offers ways to teach students vital habits that will increase empathy and reduce bullying while improving their academic performance and character. You’ll learn cutting-edge science that proves those gains, and you’ll leave with dozens of simple, practical strategies can be easily applied to any subject or grade level and make a difference on our students’ lives.

Bluffs 2nd Floor

4:30 – 4:40pm Send Off – Prize Drawing

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