

UNIVERSITY OF WISCONSIN-LA CROSSE

22nd Annual Fall for Education Conference

INSTITUTE FOR PROFESSIONAL STUDIES IN EDUCATION

THE RIPPLE EFFECT: *It starts with you!*

NOV. 2-3, 2019

UW-La Crosse – Student Union
521 E. Ave. N. | La Crosse, WI

Book Store Hours
Saturday, Nov. 2 – 10 a.m.-2 p.m.

www.uwlax.edu/IPSE



THE RIPPLE EFFECT: *It starts with you!*

WELCOME

“The Ripple Effect. It Starts With You.”

Our conference theme this year reflects so much of what we are seeing and hearing from educators in recent years.

Teachers are under pressure to increase student learning in the classroom. The demands are ever intensifying and at the same time teacher burnout is on the increase. Many students have experienced some form of trauma in their lives impacting their ability to learn. It’s hard for teachers and other educators not to be emotionally impacted by hearing the stories of these students who desperately need our help. As a result we are seeing more teachers experiencing compassion fatigue and burnout.

Over the next two days we will first focus on taking care of you, so you can work effectively with your students. If you are not at your best, it’s difficult to take care of your students and help them learn.

We are excited to have Jeffrey Kottler, Ph.D., Professor Emeritus of Counseling at California State University, with us again. Jeffrey is one of the foremost authorities and prolific writers in the fields of counseling, psychology, advocacy, and education. On Saturday morning Jeffrey will focus our attention on resiliency leading to action steps to take care of yourself. The rest of our conference will be devoted to identifying strategies to help all children, including those challenged by mental health issues or trauma, learn at their highest potential.

You’ll be able to take what you learn from Jeffrey and our other presenters and put it into practice for yourself and your students Monday morning!

Over 50 of our learners will be presenting their action research projects this weekend. We are anxious to see and hear their presentations.

Onward and upward teaching professionals!

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



Pat Markos
Director of Institute for
Professional Studies in
Education



2019 CONFERENCE AT-A-GLANCE

SATURDAY, NOV. 2, 2019

8-8:45 a.m.	Registration.....	Bluffs, 2nd Floor
8-8:45 a.m.	Breakfast.....	Bluffs, 2nd Floor (for our learners and those who reserved meals)
8:15-8:45 a.m.	Introductions.....	Bluffs, 2nd Floor
8:45-10:15 a.m.	Opening Keynote:	Bluffs, 2nd Floor Jeffrey Kottler, Ph.D. — <i>Self Care for Educators</i>
10:25-11:55 a.m.	Breakouts.....	2nd and 3rd Floors
Noon-12:45 p.m.	Lunch	Bluffs, 2nd Floor (for our learners and those who reserved meals)
12:55-1:40 p.m.	Action Research and	Bluffs, 2nd Floor Professional Paper Session
1:50-2 p.m.	Break	Bluffs, 2nd Floor
2-2:45 p.m.	Action Research and	Bluffs, 2nd Floor Professional Paper Session
2:55-4:25 p.m.	Breakouts.....	2nd and 3rd Floors

SUNDAY, NOV. 3, 2019

7-7:45 a.m.	Registration.....	Bluffs, 2nd Floor
7-7:45 a.m.	Breakfast.....	Bluffs, 2nd Floor (for our learners and those who reserved meals)
8-9:30 a.m.	Opening Keynote	Bluffs, 2nd Floor Heather Quackenboss <i>The Fallacy of Self Care</i>
9:30-9:40 a.m.	Break	Bluffs, 2nd Floor
9:50-11:20 a.m.	Breakouts.....	2nd and 3rd Floors
11:30-12:15 p.m.	Lunch	Bluffs, 2nd Floor (for our learners and those who reserved meals)
12:25-1:55 p.m.	Breakouts.....	2nd and 3rd Floors
1:55-2:05 p.m.	Break	Bluffs, 2nd Floor
2:10-3:40 p.m.	Closing Keynote Speaker	Bluffs, 2nd Floor Jeffrey Kottler, Ph.D.
3:40-3:55 p.m.	Send Off Prize Drawing – must be present to win	

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CONFERENCE AGENDA

SATURDAY, NOVEMBER 2, 2019

8-8:45 a.m. **REGISTRATION** Bluffs, 2nd Floor

8-8:45 a.m. **BREAKFAST** Bluffs, 2nd Floor
(for our learners and those who reserved meals)

8:15-8:45 a.m. **INTRODUCTIONS** Bluffs, 2nd Floor

Pat Markos, Ph.D., Director of Professional Studies in Education

Marcie Wycoff-Horn, Ph.D., Dean of the School of Education, Professional & Continuing Education

8:45-10:15 a.m. **OPENING KEYNOTE** Bluffs, 2nd Floor

Jeffrey Kottler, Ph.D.

Self Care for Educators

Teachers, educators, and support staff have among the most stressful jobs in the world, especially those who work with children experiencing neglect, abuse, trauma, and family conflicts. In addition, limited resources, reduced budgets, and overwhelming responsibilities, add to the pressures and potential challenges. This talk will explore some of the features of burnout, “rust-out,” stress, vicarious trauma and compassion fatigue that afflict many helping professionals. This includes some of the corrosive influences, as well as the kind of “post-traumatic growth” that can result from adversity. In addition, we will explore some of the ways that educators can not only take better care of themselves—modeling such behavior for others—but also support and nurture colleagues.

10:25-11:55 a.m. **BREAKOUTS** 2nd and 3rd Floors

Betty DeBoer & Jenna Sether Room 3314
Developing Regulation Strategies in Students

Students with trauma histories sometimes missed out on opportunities to develop healthy attachment, competence and regulation skills. This presentation will briefly review how healthy self-regulation develops and then delve into classroom, small group, and one-on-one methods of helping students develop these lagging skills. The methods will include mindfulness practices, Zones of Regulation or the Incredible 5-Point Scale, Ball toss, Yoga, the Emotional toolbox and more.

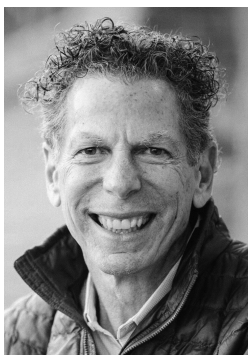
Eric Benedict Room 3310
Interesting Ways to Use G Suite in the Classroom

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.

Bill Gillespie and Ann Yehle Room 3110
Resilient Leadership

Resilience is often described as a personal quality that predisposes individuals to bounce back in the face of loss. Resilient leaders, however, do more than bounce back—they bounce forward. With speed and elegance, resilient leaders take action that responds to new and ever-changing realities, even as they maintain the essential operations of

SCHEDULE CONTINUED ON NEXT PAGE



Jeffrey Kottler, Ph.D.

Jeffrey A. Kottler is one of the foremost authorities and prolific writers in the fields of counseling, psychology, advocacy, and education. Jeffrey has worked as a teacher, counselor, therapist, and consultant in a variety of settings including a preschool, primary and secondary school, university, mental health center, crisis center, medical school, and corporate settings. He is the best-selling author of more than 100 nonfiction books that address a wide range of subjects including personal development, group leadership, professional development of psychotherapists and

teachers, social justice, a variety of contemporary issues related to helping and healing, leadership, creativity, and personal meaning-making.

Jeffrey is Clinical Professor in the Menninger Department of Psychiatry at the Baylor College of Medicine in Houston Texas. He is also Professor Emeritus at California State University, Fullerton. He is the Founder of Empower Nepali Girls, an organization that supports and mentors at-risk girls and leads service projects to assist the needs of refugees and other marginalized groups around the world.

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10:25-11:55 a.m. **BREAKOUTS** 2nd and 3rd Floors

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the organizations they lead (Reeves & Allison, 2009, 2010). Not only do resilient leaders quickly get their mojo back, but because they understand that the status quo is unsustainable, they also use it to move mountains. Join us for an interactive session whereas we will explore both the risk factors that prevent resilience as well as the actions of leaders who are resilient.

Bard Meier Bluffs, 2nd Floor
Hunger in Schools

Food for Today is a 90-minute, interactive hunger simulation that reproduces the challenges that confront low-income individuals and families struggling to feed themselves and their families. During this facilitated role play, program participants assume the roles of a cross section of community residents, some middle-class, others struggling with extreme needs and poverty. The community resident roles in the simulation are of differing ages, family size and marital and immigration status. Using their community resident's income and the available community resources (grocery store, food pantry, farmers market, social service agency, WIC clinic, corner store, 211), each participant seeks to secure enough food to feed themselves and their 'families' a nutritious diet through each of three simulated days. The simulation reproduces the challenges that confront low-income individuals and families struggling to feed themselves and their families.

Greg Lovell Room 3105
Mindfulness for Self Care

Mindfulness meditation provides mental, emotional, and physical benefits. This session will introduce the concepts of mindfulness and self-care and explore how they work together. Participants will learn several exercises and experience guided meditations designed to enhance emotional wellbeing.

Noon-12:45 p.m. **LUNCH** Bluffs, 2nd Floor
(for our learners and those who reserved meals)

12:55-1:40 p.m. **ACTION RESEARCH AND PROFESSIONAL PAPER SESSION** Bluffs, 2nd Floor

1. Benjamin Tashner – **Bringing Together Student Awareness Through Self-Determination, Self-Advocacy, and Transition:**

Students that have a documented Individualized Education Plan (IEP) have struggled to become the strong self advocates. In doing so, they needed

to become more aware of their IEP and the components within their plan. Data was collected on students as they reviewed their IEP goals, participated in their IEP meetings, and also communicated their needs to their classroom teachers.

2. Erick McCormick – **An Examination of How Teacher Stress Can Reduce in a Professional Learning Community:**

An inspection on how a transformation toward a Professional Learning Community (PLC) could lead to a reduction in teacher stress at the Mount Horeb Middle School (MHMS). The data is collected from teachers at each level of the middle school (6-8) and with varying levels of experience. The Mount Horeb Area School District (MHASD) is moving toward a PLC institution and my action research is how, if any, much stress can be reduced for teachers with this model of learning

3. Rachael Olander - **Student Involvement in the I.E.P. Process:**

How can special education students become more accountable in their IEP process - creating goals, monitoring and evaluating progress.

4. Brad Crandell - **The Impact of Culturally Responsive Teaching on Creating Safe and Inclusive Learning Environments:**

Today's schools are much more than a place to learn. To some they are a refuge from a tough home life and for others they are a chance to feel a sense of belonging that they may not get outside of school. The ability of a school to create and sustain a safe and inclusive learning environment is a key part to helping students experience success in school. With student demographics becoming more diverse, embracing culturally responsive teaching techniques is a way that educators can connect with more students and help create a safe and inclusive learning environment.

5. Tracy Quintal - **Social and Emotional Learning: How Classroom Community-Building can Positively Affect Student Behaviors:**

Using classroom discussions, video modeling and social stories to see the affect it has on students' negative behaviors in the school community.

6. Terri Lesjack-Decker - **The Effects of Culturally Responsive Teaching Techniques on Student Engagement:**

Project will be to develop a curriculum that incorporates culturally responsive teaching techniques to increase student engagement in a multicultural classroom.

7. Vince Kube - **Community Building and the Effect on Student Engagement and Achievement:**

Looking at the effects of regular community building activities on student engagement and academic growth.

8. Jamie Lasee – **The Body's Role in the Classroom:**

Exploring the use of our body and mind as a unit in learning to create a better environment to foster learning in students.

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9. Katie Lonzo - **Practical Strategies for Engaging High School Students in Computerized Literacy Interventions:**
It will provide practical strategies for increasing engagement in high school students who are utilizing computer-based literacy intervention programs that are individualized and independent. Consideration will be given to motivation, brain-based learning, and feelings of school belonging and connection as they relate to engagement.
 10. Laura Younkle - **Improving Student Numerical Structuring:**
Researching how to increase the use of structuring strategies when working with students that have not yet mastered grade level techniques.
 11. Andrea Wiesner - **How Does Play Impact Student Learning:**
Studying how play affects students' cognitive learning, their social/emotional growth and engagement in the classroom.
 12. Logan Thole - **The Impact of Project-Based Learning on Elementary Student Learning:**
Project-based learning engages students in many ways and gives them the chance to solve real-world problems using creativity and ingenuity. When answering my question and sub-questions, observing how students problem solve, engage and socialize with their peers while investigating the benefits of project-based learning.
 13. Ashley Meyer - **Helping Students Reach Optimal States for Learning in the Music Classroom: A Brain-Based Approach:**
Anticipation, curiosity, excitement, and flow are examples of optimal states for learning, while boredom, frustration, confusion, and fear hinder our students. There are many research-based strategies and techniques that teachers can employ to encourage positive academic emotions and mind-body states in our classroom. Research will focus on the effects of novelty, relevance and increased time for elaboration and processing activities.
 14. Hannah Evers - **How Does the Use of a Constructivist Approach in a Foreign Language Classroom Affect Second Language Acquisition?:**
Sub-questions: What types of constructivist strategies are most effective? How does a constructivist approach affect meaning/relevance to students? What types of assessments most effectively measure second language acquisition?
 15. Amy Sieber – **The Impact of Student Engagement in Mathematical Discourse on Mathematical Understanding:**
Exploring the effect that mathematical discourse has on students' mathematical understanding.
 16. Joe Stodola - **How do Breaks Affect Student Engagement?:**
Sub-questions: When is the best time to implement a brain break? How does student choice affect the effectiveness of brain breaks? How does behavior affect a teacher's decision of when to implement a brain break?
 17. Ashley Rossman - **How Does the Co-teaching Model impact Student Learning in a Secondary Classroom:**
Throughout research, looking at how students of different abilities will be impacted by the co-teaching model. Also investigating how the different co-teaching methods impact learning. Finally, looking at how schools can effectively implement the co-teaching model to impact student learning.
 18. Courtney Street – **The effect growth mindset has on academic achievement within the classroom**
 19. Hannah Bauer
- 1:50-2 p.m. **BREAK** Bluffs, 2nd Floor
- 2-2:45 p.m. **ACTION RESEARCH AND PROFESSIONAL PAPER SESSION** .. Bluffs, 2nd Floor
1. Julia Massino - **What Strategies Best Benefit Third-Grade Students Reading Development and Achievement?:**
Reading builds upon all aspects of learning along with providing students with a lifelong skill. When answering the question and sub-questions, targeting third grade students' reading development and achievement while investigating the benefits of specific strategies. One of the ways to measure this development is using STAR assessment data.
 2. Tia Czerniak - **What Strategies can an Educator do Privately and/or with Learners to Reduce Stress:**
Focusing on educators and reducing burnout and distress within the education community.
 3. Justin Short - **The Impacts of Differentiation on Student Engagement in Middle School:**
Exploring the connection between differentiated instruction and student engagement in middle school.
 4. Becca Olson – **How Trauma-Informed Care can Proactively Decrease Behaviors in the Classroom:**
Implementing into one of the sessions at school some trauma-informed care ideas and see if it decreases the amount of behaviors within the classroom. Keeping either BIPs or FBAs to track the amount of behaviors prior to incorporating trauma-informed care.

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2-2:45 p.m. **ACTION RESEARCH AND PROFESSIONAL PAPER SESSION**.... Bluffs, 2nd Floor

SCHEDULE CONTINUED FROM PREVIOUS PAGE

5. Mike Chilson - **Assessing 21st Century Skills in a Project-Based Learning (PBL) Environment:**
Determine how non-cognitive skills-based rubrics can be effectively used to improve teacher assessment of student readiness to develop independent projects in Project-Based Learning (PBL).
6. Jenna Buss - **How Does a Daily School Schedule Impact Student Learning in Mathematics:**
Daily schedules impact student's behaviors and achievement. The need for block schedules versus a traditional 8-period day varies among research. Is hybrid block scheduling the answer to meet both needs?
7. Kristin Genovese - **Effects of Discussion Strategies in the Classroom:**
Investigating how different discussion strategies affect student participation and critical thinking.
8. Jennifer Wiesner - **How Trauma Sensitive Teaching Strategies Positively Influence Academic Growth:**
After a huge push to meet benchmarks and standards the educational focus has begun to sway towards teaching a child rather than teaching for data. How educators react to a student's needs strongly influences the students' ability to be successful.
9. Anna Kass - **How Does Providing General Education School Staff (i.e. teachers and teacher assistants) with Education About Students with Exceptional Needs and Providing Them Differentiated Resources for Students with These Needs, Impact Their Ability to Carry Out Best Academic Practices Pedagogically?:**
Sub Questions: What are school staff's current special education knowledge and how are they currently meeting the needs of students with exceptional needs? What are school staff's formal educational experiences regarding teaching students with special needs effectively? Do school staff have access to effective differentiated resources for students with exceptional needs? What are the gaps in these materials?
10. Patricia O'Konski - **How Co-teaching Structures and Relationships can Influence Secondary Classrooms:**
Creating a model of classroom structures to utilize all professional strengths and a guide for effective communication within a team.
11. Abby Vosters - **The Effects of Co-Teaching on Student Achievement:**
Researching the efficacy of different strategies in the co-taught classroom on the achievement of students with and without disabilities.
12. Melissa Welsing - **The Role of Standards-Based Grading Practices on Student Engagement in Learning - and Supporting Equitable Grading Practices in a Secondary Education Classroom:**
Implementing standards-based grading principles into my high school astronomy class and evaluate the impact of the grading shift on the student's level of engagement in their own learning process and the validity of the grade as a fair and accurate measure of a student's mastery of the set learning targets.
13. Christina Cassano - **Will Empowering Learners Create Change in the Classroom?:**
Looking at how employing Empowering Student strategies in my Social Studies classroom will impact students. And seeing if these strategies have an actual impact on students, what those impacts are, if any, and if students themselves notice a difference.
14. Lisa Colburn - **How can Teachers Use Mindfulness to Help Develop Student Learning?**
Students are coming into the classroom with adverse childhood experiences (ACES) and higher levels of stress than ever before. Finding out if mindfulness can be an answer for some of the problems seen in high school that have become larger problems in today's classroom. Practicing mindfulness and survey students about their levels of stress and relaxation to see if this shows an increase in student learning.
15. Louisa Barman - **Supporting Special Education Students with Co-Morbid Anxiety Through the Individualized Education Program:**
There is an increasing need for special education teachers to more effectively use the Individualized Education Program (IEP) to create better support for students with disabilities who also struggle with anxiety disorders. This project will focus on techniques to improve the development of the IEP - from planning to implementation.
16. Shannon Hall-Torres - **Community Building and the Effect on Student Sense of Belonging and Emotions Toward School:**
Knowing how much time students spend within their schools, hope to discover how educators who deliberately implement community building strategies can foster student sense of belonging.

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17. Erich Boldt – **Healing One Line at a Time:**

This research is about using drawing and art making as a means for students to self-regulate their behaviors. Students are taught to use drawing as a way to redirect themselves back into learning mindset. This research aims to enable students to communicate their emotional state while also regulating their emotions through art.

18. Sara Swenson - **How Student Feedback Improves Teaching Practices**

2:55-4:25 p.m. **BREAKOUTS** 2nd and 3rd Floors

Eric Benedict Room 3310

Less Teacher Talk...More Student Voice: Choice Boards

We know that we do not have one-size-fits all learners, so we differentiate to make learning meaningful. Known by many names, Learning Menus/Choice Boards/Games Boards, they all do the same magical thing in the classroom...provide student choice and differentiation all while keeping students engaged in the learning process. Come experience how using a “Show What You Know” Choice/Game boards are created using Google Docs or Slides and pair well with many other intentional lesson design methods like Hyperdocs. Learn what they are, how to use them, how to design them and actually experience one as a student!

Greg Lovell Room 3105

Mindfulness for Educators

Mindfulness meditation is a practice that has helped people calm their minds, gain insight, and improve wellbeing for thousands of years. Modern day researchers have uncovered a host of mental, emotional, and physical benefits. Come see why this ancient practice is reawakening today and getting so much attention. This session will introduce mindfulness, provide several guided practices, and explore ways to apply mindfulness in schools.

Ashley Zehner Room 3314

Questions I'm Afraid to Ask: Candid Conversations on Supporting our Students with Needs

During this presentation, participants will discuss current teaching strategies that support and benefit students with behavioral problems and/or mental health concerns. Participants will be asked to share experiences and pose questions to work towards integrating these practices and strategies within their classroom and instruction.

Diane Eickmeier Room 3110

Anti-Bias Education for Young Children

How we as educators respond to children's questions about their identities and differences is instrumental in helping young children navigate complex issues of diversity, prejudice and power in their daily lives. This workshop is designed to equip early educators to confidently, powerfully and competently respond to issues of diversity and to elevate their capacity for helping young children make sense of the often-emotionally charged messages they receive about themselves and others. Explore principles of anti-bias education and effective classroom management strategies aimed at helping young children build social-emotional competence and nurture children's positive self-identity.

Bard Meier Bluffs, 2nd Floor

Hunger in Schools

Food for Today is a 90-minute, interactive hunger simulation that reproduces the challenges that confront low-income individuals and families struggling to feed themselves and their families. During this facilitated role play, program participants assume the roles of a cross section of community residents, some middle-class, others struggling with extreme needs and poverty. The community resident roles in the simulation are of differing ages, family size and marital and immigration status. Using their community resident's income and the available community resources (grocery store, food pantry, farmers market, social service agency, WIC clinic, corner store, 211), each participant seeks to secure enough food to feed themselves and their 'families' a nutritious diet through each of three simulated days. The simulation reproduces the challenges that confront low-income individuals and families struggling to feed themselves and their families.

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

We recycle and use them each year.

REMINDERS: • **Bring your lanyard tomorrow, they are needed to enter presentation rooms.**

• **Set your clock back for daylight savings time tonight.**

“Some of the things I've learned in class have informed my practices in the classroom right now... I think built my confidence in the classroom.”

Garrett Zimmerman

Graduate MEPD Educational Leadership Program

Master of Education-Professional Development 1-2-3 YEAR TEACHER IMMERSION



This program develops independent educators who understand the philosophies of constructivism, learning in community, and experiential learning in order for their students to reach their highest potential.

Master's degree program designed for 1st-3rd year educators with a focus on:

- >> Understanding and applying the power of learning in community
- >> Responsive Classroom
- >> Universal Design for Learning (UDL)
- >> Unit Planning
- >> Culturally and Linguistically Responsive Teaching
- >> Compassionate Classrooms
- >> Using reflection to improve your practice
- >> Implementing action research to transform your practice
- >> Integrated curriculum enriches learning experience
- >> Co-teaching
- >> Applying teaching standards in innovative ways
- >> Constructivist philosophy

Every UW-La Crosse ME-PD graduate student will:

- >> Improve content and pedagogical knowledge
- >> Experience professional and personal transformation
- >> Conduct action research
- >> Utilize authentic assessment
- >> Exhibit teacher leadership
- >> Improve PK-16 student learning
- >> Support PK-16 student development and self-efficacy

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SUNDAY, NOVEMBER 3, 2019

- 7-7:45 a.m. **REGISTRATION** Bluffs, 2nd Floor
- 7-7:45 a.m. **BREAKFAST** Bluffs, 2nd Floor
(for our learners and those who reserved meals)
- 8-9:30 a.m. **OPENING KEYNOTE** Bluffs, 2nd Floor

Heather Quackenboss

The Fallacy of Self Care

We see more and more memes and Instagram posts of bubble baths, campfires, and coffee with friends to ensure we know we need self-care. And while coffee and campfires can be relaxing, they are not going to help us always be our best selves when we work with classrooms of young people who are struggling to navigate life, sometimes in ways that we cannot imagine. Coffee alone does not treat compassion fatigue or secondary trauma.

As we dive into forming positive relationships with our students, complying with regulations and standards, and accomplishing the goals and objectives of each day, it is easy to put ourselves last, wiggle into unhealthy boundaries, and put on our masks of okayness.

Learn how to work toward harmony and well-being that fits you. Gain some skills and tools to remember your purpose, be okay in being authentic and having emodiversity, reframe our stressors as helpful instead of evil, and develop and maintain healthy boundaries and connections in this fun-filled, a little bit raw, and very real presentation.



Heather Quackenboss
Human Development and Relationships Educator at UW-Madison Division of Extension in La Crosse County. Her focus is on well being, culture, and diversity, community collaboration, and mental wellness.

- 9:30-9:40 a.m. **BREAK** Bluffs, 2nd Floor

- 9:50-11:20 a.m. **BREAKOUTS** 2nd and 3rd Floors

Keely Rees Room 3310
Compassion Fatigue: Putting on Your Own Oxygen Mask First

Learn to become empowered with the knowledge and skills necessary to balance one's life in an unbalanced world. Identify and learn how your lifestyle choices impact your overall wellness and begin realistically changing what you can to improve the quality of your personal and professional lives.

Willem Vanroosenbeek Room 3105
LGBTQ+ Identities in our Schools

LGBTQ+ identities are changing and our schools are not ready! From LGBTQ+ youth in the classroom to LGBTQ+ young adults student teaching what are you doing to make your schools more LGBTQ+ welcoming? Young LGBTQ+ students 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 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 country. How does your school address LGBTQ+ issues? What can we do as educators? Please join us and learn how you can make a positive impact on your students.

Cheri Haug Bluffs, 2nd Floor
Chair Yoga

Join Cheri Haug for her fun and sometimes irreverent take on yoga. This chair yoga class has something to offer for both beginners and advanced yogis. The class will include 45 minutes of chair yoga followed by a 15 minute progressive relaxation. Materials may be downloaded from the department conference website at uwlax.edu/pse. Teaching yoga and meditation to your students will be discussed.

Heather Linville Room 3314
Linguistically Diverse Students' Success: It Starts with All of Us!

We know that the classroom, school, and community environment play a large role in the success of linguistically diverse students in learning English, and therefore their academic success. This presentation highlights ways to bring other languages and dialects of English into the classroom, involve bilingual/linguistically diverse parents, and encourage bilingualism, bidialectalism, and second language study throughout the school; all ways to increase the acceptance of linguistic diversity. Through simple shifts, we can transform the typical monolingual approach to education and increase achievement of our linguistically diverse students.

“People have asked me what are you going to do with your master’s degree. I can’t answer that because it’s who I am right now and I’m just a better person.”

Tyler Edmondson
Graduate Adventure Based Experiential Education

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SUNDAY, NOVEMBER 3, 2019

9:50-11:20 a.m. **BREAKOUTS** 2nd and 3rd Floors

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Jennifer Kosiak Room 3110
Engaging Students in Mathematics

What does “doing mathematics” look like? In this session, we will explore strategies designed to engage K-12 students in mathematical thinking. From creating meaningful mathematics tasks to empowering students in mathematical discourse, this session will focus on effective teaching practices that will advance the learning of all students by actively engaging them in doing mathematics.

11:30-12:15 p.m. **LUNCH** Bluffs, 2nd Floor
(for our learners and those who reserved meals)

12:25-1:55 p.m. **BREAKOUTS** 2nd and 3rd Floors

Keely Rees Room 3310
Got Balance? Sleep, Nutrition and Movement

Covered in this session is the “triple whammy” of health. Participants will learn how to make the commitment and time to deal with this triple whammy. As participants develop creative ways to find an ebb and flow for sleep, nutrition and movement in their lives, they discover how it can also benefit others.

Garrett Denning Room 3105
Worlds Between: Intersections of Disability and LGBTQ+ Identities

From mental illness to physical impairment, the number of disabled students in K-12 schools is on the rise. Surging along with it is the array of students identifying as LGBTQ+. Yet schools are often ill-equipped to understand the many needs of their disabled and LGBTQ+ students, particularly those who straddle both identities. Join us and learn of one person’s experience as a disabled queer individual as we explore how disability and LGBTQ+ movements are not so different after all.

Cheri Haug Bluffs, 2nd Floor
Chair Yoga

Join Cheri Haug for her fun and sometimes irreverent take on yoga. This chair yoga class has something to offer for both beginners and advanced yogis. The class will include 45 minutes of chair yoga followed by a 15 minute progressive relaxation. Materials may be downloaded from the department conference website at uwilax.edu/pse. Teaching yoga and meditation to your students will be discussed.

Jennifer Kalis Room 3314
Creating Trauma Sensitive & Supportive Environments for Younger Children (Birth through 8)

A significant number of children experience trauma, and the effects can be profound. Research indicates that roughly 26 percent of children in the United States witness or experience a trauma before the age of 4. This session will highlight the importance of early childhood environments being safe, trauma-sensitive spaces where adults support children by creating the conditions for high levels of learning & building positive self-identities. The WI Pyramid Model will be discussed and resources shared.

Bonnie Roscovius Room 3110
Historical/Intergenerational Trauma, Epigenetics and You

Participants will examine the relationship between historical and intergenerational trauma and epigenetics. Educational strategies and lifestyle choices will be discussed, as well as how these affect students and teachers in the classroom.

1:55- 2:05 p.m. **BREAK** Bluffs, 2nd Floor

2:10-3:40 p.m. **CLOSING KEYNOTE SPEAKER** Bluffs, 2nd Floor

Jeffrey Kottler will be discussing some of the most significant issues and themes that were explored during the conference. Participants will be invited to share some enduring lessons that they are willing to commit to for the future. After all, one of the most important aspects of self-care for educators is it is an ongoing process that must be continuously monitored, motivated, and adjusted over time.

3:40-3:55 p.m. **SEND OFF**
Prize Drawing – must be present to win.

SAFE TRAVELS HOME!

“The cohort model that UWL uses especially with the online programs... you are going to get to know people through the state which was surprisingly more value than I have imagined because you have people from small schools large districts and everywhere in between...so the rich perspectives that you get and how different education can look is incredibly valuable”

Trent Rasmussen
Graduate ME-PD Educational Leadership

Master of Education-Professional Development
WHOLE CHILD AND EXPERIENTIAL EDUCATION EMPHASIS



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- >> Inner Exploration of the community-based approach to well-being
- >> Experiential Learning with a community-based approach to well-being
- >> Creating authentic and meaningful connections with similar-minded learners
- >> A focus on social, emotional, physical, spiritual, intellectual, environment and occupational wellness

Summer 2020

You will plan and participate in a 10-14-day wilderness institute in mid to late July, usually held in Wyoming. This will include group travel in a wilderness area either backpacking or canoeing, depending on the interest and abilities of the group.

ME-PD Learning Community

Our program is based on a constructivist philosophy. Teachers who enroll make a commitment to three goals:

- >> Continuous improvement to your professional calling
- >> Becoming more effective at achieving student learning
- >> Earning not only a master's degree, but skills that are going to make you a more impactful educator

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