Saturday, November 3, 2018

MORE DETAIL TO COME...CHECK BACK

8:00—9:00am Registration
8:00—9:00am Breakfast
8:30—9:00am Introductions—Pat Markos, Ph.D., Director of Professional Studies in Education
   • Betsy Morgan, PH. D., UW-La Crosse Provost
   • Marcie Wycoff-Horn, Ph.D., Dean of the School of Education, Professional & Continuing Education

9:00—12:00pm Opening Keynote: Dr. Sharroky Hollie
(10:30-10:45 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 works 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.

12:00 – 12:45pm Lunch
12:30pm Energizer: Fall Creek Adventure Based Learning Community

1:00 – 2:15pm Breakouts
Scott Fernholz – 10 Things Every Teacher Should be Able to Do In Google Docs
Lacie Kettlehut – We Were Smart Enough to Get the ACE Science. Are We Now Brave Enough to Use It?

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.”

Susan Masterson – Leadership for Learning
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.

Willem Van Roosenbeek – Including LGBTQ+ Identities in the Classroom
LGBTQ+ identities are changing and our world is not ready! Young LGBTQ+ people have grown up in a world where LGBT 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.

Matt Lindsey – Using Literacy to Support Science in the Elementary Focus

2:30 – 3:15pm Action Research Poster Sessions
1. (M) Braden Rindy – Effectiveness of Group Work in High School Math Classes: Pros, cons, and how to implement effectively.
2. **(M) 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. **(M) Carolyn Schultz - Engaging Students a Growth Mindset within a Standards-Based Teaching paradigm**<br>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' minds 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. **(M) Rachel Struck - How to take brain-appropriate steps in engaging students in social studies**<br>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.

5. **(TJ) 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. **(TJ) 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. **(L) 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. **(TJ) 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. **(PW) 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 on how mindfulness can affect students’ writing achievement in a second grade classroom.

10. **(PW) 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. **(PW) Carrie Friedenberg - 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. **(PW) 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. (PW) 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.

14. (O) 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 the formative assessments had on closing the achievement gap among students of different ethnicities. Finally, the study measured the impact that the use of formative assessments had on student confidence and motivation in mathematics.

15. (TJ) 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. (O) 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. (TJ) Kyle Suprenand - How do historical reading skills affect student comprehension of nonfiction 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. (L) 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 begin to better identify their feelings, we will try to discover their triggers for stress related feelings. Our 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 overstimulated 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.

3:30 – 4:45pm Breakouts
Scott Fernholz – Interesting Ways to Use Google Docs in the Classroom
Lacie Kettlehut – Trauma-Informed Schools: Simply One Player on the Team
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.
Bill Gillespie & Ann Yehle - Experience Principal Leadership First Hand
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.
Gary Willhite – Literacy in the 21st Century and Beyond, and
Traditional Literacy versus Secondary Literacy: Bridging the Gap
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 Literary: 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.

Matt Lindsey – How to Create Phenomenon Based Instruction for Middle and High School focus.

Sunday, November 4, 2018

7:00—7:45am  Registration
7:00—7:45am  Breakfast
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.
9:30 – 9:45  Break Refreshments
10:00 – 10:45  Action Research Poster Sessions
  1. (M) 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. (L) 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. (L) 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. (M) 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.
  5. (L) 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. (PW) 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. (PW) Chelsea Hammett - The Impact Individualized Spelling Lists Have on Spelling and Writing: This study analyzed how individualized spelling lists cannot only help students become better spellers, but writers as well. 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. (PW) 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. (PW) 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. (TJ) 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. (O) 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. (L) 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. (L) Maggie Hegy - The Effects of using Targeted Small Group Instruction on Third Grade Achievement in Math: Implementing targeted small group instruction throughout my math block. From data based off of initial assessments I conducted at the start of our school year, I have grouped students based off of their needs, and have students work through rotations during the block, including with me, independent work, and partner or group activities.

14. (TJ) 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.

15. (M) 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. (TJ) 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. (O) 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. (M) 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

11:00am – 12:15pm Breakouts
Nancy Lockett – Leadership – How to define it? Noun or Verb” Position – Title or Vision – Passion?
We’ll use our time together to explore the psychology bases behind what it takes to create an inspiring vision of the future and motive 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.

Nicole Milleran – (Part I) Challenging behaviors-what the heck to do with them? Circle of Security, Relevant at work and in everyday Life
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.

Karen Beal - We've tried everything. Reaching out to the unreachable child
Janel Anderson – Travel-Study for Teachers
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!

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.

12:30 – 1:15pm Lunch
1:00pm Energizer: Fall Creek Adventure Based Learning Community
1:30 – 2:45pm Breakouts
Nancy Lockett – Making Information You Share With Your Students STICK!
We’ll look at the task of how to help student 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 (Bowan). Resources for implementing the 4Cs will also be provided.

Nicole Milleran – (Part II) Challenging behaviors-what the heck to do with them? Circle of Security, Relevant at work and in everyday Life
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.

Bill Gillespie and Ann Yehle – Caring Principal Leadership: 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

Shaundel Spivey and Alyssa Gray – Equity Needs Action
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.

**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 cuttings concepts and be a part of a storyline.

**3:00 – 4:30pm  Keynote Speaker - Michelle 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.