



2007-08 SCHOOL IMPROVEMENT SERVICES

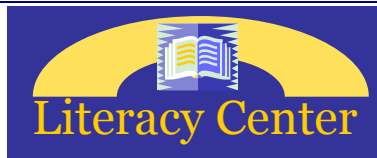
# Professional Development Catalog

Professional Development, Networking and Assistance Offerings  
to Promote Effective Professional Practice for Student Achievement



## LCLN Series

*Learning Communities Leadership Network*



## Literacy Series

*Best Practices for Teaching Literacy*



## ELL Series

*Best Practices for English Language Learners*



## LRSC Series

*License Renewal Support Center*



## REACH Series

*Best Practices in Interventions*



## CAI Series

*Best Curriculum, Assessment & Instruction Practices*



CESA'S MAKE POSSIBLE THE  
SCHOOLS WISCONSIN WANTS



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CESA 7 Mission: *Providing collaborative leadership and service*

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## **Payment Policy for CESA 7 Workshops**

Due to changing policies in many CESA 7 School District Accounting offices, CESA 7 requests that all workshop fees be paid in advance with a check or purchase order. If it is not possible for you to secure payment from your school district prior to the workshop, we suggest that you pay personally and request reimbursement from your school district. Receipts will be available. Cancellations must be faxed or e-mailed 5 working days prior to the date of the event. We are unable to provide refunds for no shows.





**2007-08**

# **LCLN Series**

Learning Communities Leadership Network

# Learning Communities Leadership Network

## 2007-08 LCLN Series



LCLN Advisory Council	Mission
<p><i>All CESA 7 Area Principals and leaders are welcome on the Council</i></p> <p><b>Sherry Moon</b> ES Principal Keller, Green Bay</p> <p><b>Rick Amundson</b> MS Principal New Holstein</p> <p><b>Jenny Gracyalny</b> ES Principal Hillcrest, Pulaski</p> <p><b>Kathy Hoppe</b> ES Principal Meadowbrook, Howard-Suamico</p> <p><b>David Slosser</b> MS Principal Kiel</p> <p><b>Dick Halsey</b> ES Principal Magee, Two Rivers</p> <p><b>Margaret Christensen</b> Supervisor of Staff Development Green Bay</p> <p><b>Sandra Mountain</b> ES Principal Random Lake</p> <p><b>DeAnn Lehman</b> Associate Principal Redsmith, Green Bay</p> <p><b>Martha Albers</b> Region 7 AWSA Cabinet Member ES Principal, Hilbert</p> <p><b>Judy Sargent</b> School Improvement Services, CESA 7</p> <p><b>Claire Wick</b> School Improvement Services, CESA 7</p> <p><b>Tom Joynt</b> UW-Milwaukee</p>	<p>It is the mission of the LCLN to provide an annual series of high quality professional development opportunities for school leaders in Northeast Wisconsin. To fulfill this mission, representative school leaders collaborate to design learning opportunities that advance the leadership capabilities of administrators and teacher leaders. All professional development experiences are provided by cutting-edge nationally recognized educational experts who speak to timely topics in educational leadership. All experts are charged to provide training in leadership practices that can be readily implemented to advance the learning of all students. The LCLN Series also provides professional development opportunities focused on best practices in Mathematics. All professional development workshops are designed to provide active, engaged learning for participants.</p>
	<p style="text-align: center;"><b>LCLN Membership</b></p>
	<p>Membership to the 2007-08 LCLN Leadership Series provides reduced registration fees to all events. Member school districts may send as many participants as space allows. Membership opportunities are provided to CESA 7 School Districts annually by contract through allocations derived from a combination of enrollment size and equal assessment. Schools or districts outside of CESA 7 may also join the series for a 30% surcharge. Please see your district or school administrator or business manager to determine whether your school or district is an LCLN member. For information about membership fees for a particular school or district, contact: Business Manager, CESA 7, 920-617-5637, <a href="mailto:pdarnick@cesa7.k12.wi.us">pdarnick@cesa7.k12.wi.us</a></p>
	<p style="text-align: center;"><b>For Further Information</b></p>
	<p style="text-align: center;"><b>Registration</b></p> <p>SIS Program Assistant: Nancy Schlies, 920-617-5613 <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p> <p style="text-align: center;"><b>Content</b></p> <p>CESA 7 SIS Director: Judy Sargent, 920-617-5631 <a href="mailto:jsargent@cesa7.k12.wi.us">jsargent@cesa7.k12.wi.us</a> CESA 7 SIS Specialist: Claire Wick, 920-617-5647 <a href="mailto:cwick@cesa7.k12.wi.us">cwick@cesa7.k12.wi.us</a></p>
<p style="text-align: center;"><b>Funding Support</b></p>	
<p>This series is aligned with the purpose of advancing the learning for <b>all</b> students through ESEA No Child Left Behind and through IDEA.</p>	
<p style="text-align: center;"><b>LCLN Advisory Council Meeting Dates (at CESA 7):</b> Aug. 10: 9:00 am - 11:30 am Sept. 27, Oct. 18, Nov. 16, Dec. 20, Jan. 17, Feb. 21: 1:00 pm – 3:30 pm</p>	

# 2007- 08 CESA 7 LCLN Series Summary

(Includes Instructional Leadership and Math Improvement)



Date & Time	Presenter	Event	Location
<b>FOCUS ON LEADERSHIP</b>			
August 1, 8 and 15, 2007 (3 sessions/8:00 –4:00) <b>OR</b> September 19, October 3, 17 & 31, November 14, 2007 (5 sessions/12 – 4:15) <b>OR</b> February 6, 13, 20, 27, March 5, 2008 (5 sessions/10:45-4:30)	Ron Tomes	“The 7 Habits of Highly Effective People”	CESA 7, Green Bay
August 29, 2007 9:00 – 12:00	Ian Jukes	“Dancing on Quicksand”	Capitol Civic Center, Manitowoc
September 26 & 27, 2007 October 10, 2007 8:00 – 4:00	James Coles	“Tregoe Analytic Decision-Making”	CESA 7, Green Bay
October 3, 2007 9:00 – 3:00	Paul Gasser	“Increasing Instructional Time In The Classroom”	Ramada Plaza, Green Bay
October 11, 2007 8:30 – 3:00	Eric Twadell	“Professional Learning Communities at Work” (Secondary)	CESA 7, Green Bay
October 12, 2007 <b>OR</b> March 4, 2008 8:30-3:30	Claire Wick	“Teacher Leader Training”	CESA 7, Green Bay
October 18, 2007 8:30 – 3:00	Tim Brown	“Professional Learning Communities at Work” (Elementary)	Holiday Inn, Manitowoc
Oct. 31, December 7, 2007; February 6, April 16, 2008 12:30-3:30	Claire Wick	“High School Redesign”	CESA 7, Green Bay
November 5, 2007 8:30-11:30 MS & HS Princ. 12:30-3:30 ES Princ.	Claire Wick	“Leadership with Rigor & Relevance Framework”	CESA 7, Green Bay
November 8, 2007 8:30 – 3:00	Thomas Armstrong	“The Best Schools”	Comfort Suites, Green Bay
December 4, 2007 8:30 – 3:00	Brian McNulty	“The Daily Disciplines of Leadership”	Comfort Suites, Green Bay
January 31, 2008 8:30 – 3:30	Dick Halsey	“Classroom Walk-Through” (Touring West DePere Schools)	CESA 7, Green Bay
April 3 & 4, 2008 8:00 – 3:30	Judy Sargent	“Regional Data Retreat Trainer-of Trainer”	CESA 7, Green Bay
April 17, 2008 8:30 – 3:00	Ken O’Connor	“How to Grade for Learning”	Comfort Suites, Green Bay
<b>FOCUS ON MATHEMATICS</b>			
• October 10 & 11, 2007 • December 12 & 13, 2007 • February 13 & 14, 2008 (All sessions 8:30 – 3:00)	Billie Sparks	• “Geometry - Teaching the Mathematics Standards” • “Measurement - Teaching the Mathematics Standards” • “Statistics and Probability - Teaching the Mathematics Standards”	• Holiday, Manitowoc • CESA 7 • CESA 7
January 16, 2008 8:30 – 3:00	John Koker	“Teaching Mathematics via Problems – Creating a Classroom Atmosphere of Questioning, Conjecturing and Convincing”	CESA 7, Green Bay
March 6, 2008 8:30 – 3:00	Steve Leinwand	“Sensible Mathematics”	Comfort Suites, Green Bay

# Dancing on Quicksand: New Mindsets for the Information Age

With Ian Jukes



<b>Schedule</b>	<p><b>August 29, 2007</b>                  Location: Manitowoc Capitol Civic Centre, Manitowoc, WI                  Check in 8:00 am, Workshop 9:00 am - 12:00 pm</p>	
<b>Audience</b>	<p>PK-12 teachers and administrators. Auditorium seating for large groups. Entire staffs are encouraged.</p>	
<b>Presenter</b>	<p><b>Ian Jukes</b> has been a teacher, an administrator, writer, consultant, university instructor and keynote speaker. Jukes serves as Director of the InfoSavvy Group, an international consulting group that provides leadership and program development in the areas of assessment and evaluation, strategic alignment, curriculum design and publication, professional development, planning, change management, hardware and software acquisition, information services, customized research, media services, and on-line training as well as conference keynotes and workshop presentations. Over the course of the past 10 years, Ian has worked with clients in more than 40 countries and made more than 7,000 presentations typically speaking to between 300,000 and 350,000 people annually. In August 2002, <i>Consulting Magazine Online</i> named him one of the top ten educational speakers in America.</p> <p>Ian has written six books, 9 educational series and had more than 100 articles published in various journals. Ian is also the publisher of an on-line electronic newsletter, the <i>Committed Sardine Blog</i>, which is electronically distributed to almost 29,000 people in 60 plus countries.</p> <p>But Ian is an educator first and foremost. His focus has consistently been on the compelling need to restructure our educational institutions so that they become relevant to the current and future needs of children. His rambunctious, irreverent and highly charged presentations and articles emphasize many of the practical issues related to ensuring that change is meaningful. As a registered educational evangelist, his self-avowed mission in life is to ensure that children are properly prepared for the future rather than societies past. As a result, his material tends to focus on many of the pragmatic issues that provide the essential context for educational restructuring.</p>	
<b>Description</b>	<p>It's a brand new wild and wired world. However, we have a serious problem. Those who are responsible for making education happen - from the classroom teacher to the principal, school board, the superintendent, parents and the community - have been prepared by, and continue to support a system that was geared for an age that no longer exists. This cannot continue if education is to survive as a public institution! This presentation looks at the change-driven de-stabilization of our modern world from the perspective of the personal challenges individuals must face to be successful in a dizzying environment of accelerating change - a world where mindset will be more important than machines. The key to survival both personally and professionally in an age of fundamental uncertainty is to learn how to dance on quicksand - to move quickly before you become mired. Whether you are inside education or outside education, whether you are early on in your career, or only 2 years, 3 months, 4 days and 7 hours from retirement, this session is for you.</p>	
<b>Standards</b>	<p>WTS: 4 and 10; WAS: 2 and 4</p>	
<b>Registration</b>	<p>LCLN Members: \$20/person                  Non-LCLN Members: \$40/person  <i>(Includes handouts, refreshments and box lunch.)</i>  <b><u>Administrators should contact Nancy Schlies as soon as possible to reserve seats for large group registration.</u></b></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>

# The 7 Habits of Highly Effective People

With Ron Tomes



<b>Schedule</b>	<p><b>August 1, 8, 15, 2007 (3 sessions/8:00 – 4:00)</b>  <b>September 19, October 3, 17, 31, November 14, 2007 (5 sessions/12:00 – 4:15)</b>  <b>February 6, 13, 20, 27, March 5, 2008 (5 sessions/10:45 – 4:30)</b></p> <p>Location: CESA 7, Green Bay                  Check in: 15 minutes prior to workshop</p>	
<b>Audience</b>	PK-12 teachers and administrators.	
<b>Presenter</b>	<p><b>Ron Tomes</b> serves as Special Education Specialist and Teacher Development Center Alternative Licensure Program Coordinator at CESA 7. He is a certified facilitator of the nationally renowned “7 Habits of Highly Effective People” developed by Steven Covey. Ron has 18 years of administrative experience in the public school setting where he has served as a Director of Pupil Services/Special Education as well as a building principal. He also administered outpatient mental health clinics for 8 years, was an AODA Prevention Specialist at the Technical College Level for 2 years and taught emotionally disturbed adolescents for 7 years. Ron has a Master of Science Degree from UW Milwaukee and has earned numerous post-graduate credits in Administrative Leadership through UW Milwaukee. Ron believes that utilizing the 7 Habits of Highly Effective People has helped him be more effective in his personal and professional life. He looks forward to providing this training opportunity to staff from the CESA 7 school districts.</p>	
<b>Description</b>	<p>The key to any school’s success is its’ staff. From the office to the boardroom, it becomes more imperative that school district staff are effective, both personally and professionally. The timeless principles taught in the 7 Habits for Highly Effective People Signature Program give school staff the foundation to achieve unheard of levels of effectiveness in their lives at work and at home. For further details about this workshop, contact Ron Tomes at:</p> <p style="text-align: center;">920-617-5632.</p>	
<b>Standards</b>	WTS: 2, 3, 5, 6, 9 and 10; WAS: 2, 3, 4, 5 and 6; WPSS: 2, 3, 4, 5, 6 and 7.	
<b>Registration Fees</b>	<p>LCLN Members: \$375.00/person                  Non-LCLN Members: \$690.00/person  <i>(Includes handouts, <u>The 7 Habits of Highly Effective People Signature Program Book</u>, DVD and CD, refreshments, and lunch.)</i></p> <p><b>Registration deadline is three weeks in advance of the session you want to attend.</b></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: Nancy Schlies, 920-617-5613 or email: <a href="mailto:nschlies@cesa7.k12.wi">nschlies@cesa7.k12.wi</a>.</p>



# Tregoe Analytic Processes for School Leaders: Collaborative Problem-Solving and Decision-Making With Jim Coles

<b>Schedule</b>	<p><b>September 26, 27 and October 10, 2007</b>                  Location: CESA 7, Green Bay                  Check in 7:30 am, Workshop 8:00 am - 4:00 pm</p>	
<b>Audience</b>	<p>Pk-12 Administrative teams and school and district leaders, including superintendents, central office and site-based administrators, board members, and aspiring leaders. Providing a common language and approach helps build a high-performing team.</p>	
<b>Presenter</b>	<p><b>Jim Coles, Ph.D.</b>, works with administrators and boards to help them implement the Tregoe Education Forum’s advanced problem-solving and decision-making processes. He has trained more than 30 district level administrative teams in Wisconsin as well as many nationally to use the analytic processes.</p> <p>Prior to joining the Forum in 2002, Dr. Coles spent 37 years as an educational leader in Wisconsin. He has held the following leadership positions:</p> <ul style="list-style-type: none"> <li>• CESA 7, Green Bay, WI Administrator</li> <li>• New Berlin Public Schools. Superintendent</li> <li>• Hartland Arrowhead School District. Superintendent</li> <li>• Case High School, Racine, WI Principal</li> <li>• Starbuck Junior High, Racine, WI Principal</li> </ul> <p>Dr. Coles received his B.S. in mathematics from the University of Kansas; M.S. from the University of Wisconsin-Milwaukee; and his Ph.D. from the University of Wisconsin-Madison.</p>	
<b>Description</b>	<p>Learn how effective leaders:</p> <ul style="list-style-type: none"> <li>• Build leadership capacity to drive continuous improvement</li> <li>• Make sound decisions that are supported and successfully implemented</li> <li>• Work more effectively with colleagues and school stakeholders</li> <li>• Handle conflict in a proactive and productive way</li> <li>• Anticipate and prepare for future risks</li> <li>• Use a common language and approach to enhance communication and collaboration</li> <li>• Justify recommendations through data and documentation to maximize acceptance</li> <li>• Gain the confidence of the Board and public by using tools that make logic visible</li> <li>• Break down large concerns into manageable pieces and priorities</li> <li>• Build commitment from diverse stakeholders through participation and collaboration</li> </ul> <p>The Tregoe Education Forum is a non-profit organization dedicated to helping educational leaders and students develop the essential analytic skills necessary for resolving complex and difficult issues. These skills have been adapted from the work of Kepner-Tregoe, an international management consulting firm founded in 1958. These same skills have been used by more than 11,400 of the world’s most influential organizations including: Corning, Federal Express, Harley-Davidson, Hewlett-Packard, Honda, Johnson &amp; Johnson, NASA, Lockheed Martin, Eastman Kodak, and SONY. Over 20 million people have been trained in their use. Since 1993, Tregoe has been helping schools and districts apply these tools administratively and within the classroom.</p>	
<b>Standards</b>	<p>WAS: 2, 3, 4, 5, 6, and 7</p>	
<b>Registration</b>	<p>LCLN Members: \$40/person                  Non-LCLN Members: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>

# Increasing Instructional Time in the Classroom

With Paul Gasser



<b>Schedule</b>	<p><b>October 3, 2007</b>                  Location: Ramada Plaza, Green Bay                  Check in 8:30 am, Workshop 9:00 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades K-12 teachers and administrators.</p>	
<b>Presenter</b>	<p><b>Paul Gasser's</b> workshops are lighthearted and filled with practical ideas to use with the children in your life. The information, skills, and strategies that he offers will help you to immediately feel more in control. He gives you tools which enable you to better understand a diagnosis that can often be very confusing. Paul is also a former principal and classroom teacher. He and his wife are the parents of four children.</p> <p>Paul is a Marriage and Family Therapist at the Lake Tomah Clinic-Mayo/Franciscan Healthcare and an instructor for the University of Wisconsin-Platteville. His experience with children and their families comes as a result of working for over twenty-five years as a therapist and educator. He currently teaches a variety of courses at the University of Wisconsin-Platteville Continuing Education Department on the topic of child behavioral issues.</p>	
<b>Description</b>	<p>Teaching children can be a rewarding and satisfying experience. It is an opportunity for adults to shape their students' futures and the future of our world. However, teachers today are facing many new challenges and frequent frustrations in their classrooms that can interfere with learning. Dealing with noncompliant children on a daily basis can be one of the most discouraging parts of teaching. Many teachers feel that the educational opportunities of their other students are being lost and are searching for ways to create and maintain a positive learning climate.</p> <p>These issues only become more complicated as these children get older. Have you ever had to deal with students in your classroom who:</p> <ul style="list-style-type: none"> <li>• Won't take responsibility for themselves and their behavior?</li> <li>• Are academic underachievers?</li> <li>• Do not complete their school work and manipulate others to do their work for them?</li> <li>• Argue and complain?</li> <li>• Steal the learning opportunities of others by disrupting class?</li> <li>• Are disrespectful?</li> <li>• Have parents who "rescue" them?</li> </ul> <p>Come spend the day with Paul Gasser as he shares with you strategies and techniques that will help you immediately feel more in control and put the fun back into teaching. His workshops are lighthearted and filled with practical ideas to use with your students and their parents. His information, skills and strategies will help you to feel more confident in creating a positive learning environment.</p>	
<b>Standards</b>	<p>WTS: 7 and 10</p>	
<b>Registration</b>	<p>LCLN Members: \$40/person                  Non-LCLN Members: \$185/person  <i>(Includes handouts, refreshment sand lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <b>nschlies@cesa7.k12.wi.us</b></p>

# Professional Learning Communities at Work

With Eric Twadell



<b>Schedule</b>	<p><b>October 11, 2007</b>                  Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades 6-12 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Eric Twadell, Ph.D.</b>, is the Assistant Superintendent for Organizational and Leadership Development at Adlai E. Stevenson High School District 125 in Lincolnshire, Illinois. On July 1, 2007, he will be promoted to district superintendent. Dr. Twadell is an award-winning educator who served as the director of Stevenson’s social studies division from 1998–2005. In this capacity, he had the opportunity to direct curriculum development, mentoring programs and staff development using the Professional Learning Community (PLC) model as the guiding principle.</p> <p>Dr. Twadell consults with schools and districts nationwide to advance the successful implementation of the PLC model, and he has consulted with both the Illinois State Board of Education and the Missouri Department of Education on school improvement and student achievement. He is a member of several professional organizations, including the National Staff Development Council (NSDC) and the Association for Supervision and Curriculum Development (ASCD). Dr. Twadell’s ability to articulate and demonstrate PLC concepts in a knowledgeable and compelling fashion makes him an engaging presenter for any event.</p>	
<b>Description</b>	<p>Consistent and powerful research on school improvement is clear: the most promising strategy for sustained and substantive school improvement is developing the capacity of school personnel to function as a professional learning community (PLC). In collaborative teams, teachers meet regularly with the intended purpose of increasing student achievement and closing the learning gaps for students. This requires a commitment to grow our knowledge, skills and practices by sharing effective classroom practices, common assessments, establishing team goals, and focusing on results. This workshop will not only provide an overview of the characteristics of a PLC, but will engage participants in specific practices and protocols that will help teams work together to focus on the keys of assessment, curriculum and instruction.</p>	
<b>Standards</b>	<p>WTS: 10</p>	
<b>Registration</b>	<p>LCLN Members: \$40/person                  Non-LCLN Members: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>



# Teacher Leader Training

With Claire Wick

<b>Schedule</b>	<p><b>October 12, 2007 <u>OR</u> March 4, 2008</b></p> <p>Location: CESA 7, Green Bay</p> <p>Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<p>PK-12 Teacher Leaders and administrators; teams are also encouraged to attend.</p>	
<b>Description</b>	<p>Teachers are not only teachers; they are also learners and leaders. Teachers can have roles that shape programs, support the mission, and guide a team toward its goals. Teacher leadership can be a formal process or an informal one. Teachers may find themselves as grade-level leaders, subject-area leaders, mentors, peer coaches, presenters, conference representatives, faculty representatives, host teachers for student teachers, committee chairs, student activities coordinators, technology leaders and hold other leadership roles. Common among these responsibilities is the challenge to inspire and lead others. In this one-day workshop, teacher leaders will collaboratively learn skills in:</p> <ul style="list-style-type: none"> <li>• Interpersonal Relationships</li> <li>• Leading Through Change</li> <li>• Building Climate and Community</li> <li>• Leading and Planning Effective Meetings</li> <li>• Effective Team-Building</li> <li>• Teaching, Learning, and Assessment Leadership</li> </ul>	
<b>Standards</b>	<p>WTS: 9 and 10</p>	
<b>Registration</b>	<p>LCLN Member: \$40/person                  Non-LCLN Member: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>

# Professional Learning Communities at Work

With Tim Brown



<b>Schedule</b>	<p><b>October 18, 2007</b></p> <p>Location: Holiday Inn, Manitowoc</p> <p>Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades PK-5 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Tim Brown</b> recently retired as principal of Campbell Elementary School in Springfield, Missouri. Under his leadership, this high-poverty (87% of the students receive free or reduced lunch) urban school achieved amazing results. During the past 7 years, Tim and his staff instituted the principles of professional learning communities. They developed a variety of intervention strategies to address the unique needs of a highly mobile population of children. As a result of their efforts, the school has become a flagship of success for this district of 24,000 students and has been recognized as one of Missouri’s Most Improved Schools. They have been recognized as an Exemplary Practices School for their approach to character education and have received national recognition for their unique model of connecting the school to the business community.</p> <p>Recently, Tim joined the Accelerated Schools Project staff in Missouri, where he works on site with educators and administrators who are interested in establishing PLCs. With over 20 years of experience in administration at both the elementary and secondary levels, Tim excels at creating positive school climates based on collaboration among educators. His skill and commitment to continuous school improvement have been proven in settings ranging from impoverished to affluent.</p> <p>Tim holds a bachelor’s degree in special education from the University of Central Arkansas, as well as master’s and specialist degrees in educational administration from Southwest Missouri State University. He has been active in numerous professional committees and task forces and received several awards and honors for his leadership. In 2005, he was selected to represent his state as Missouri’s Distinguished Elementary Principal.</p> <p>Tim is a living example of how to create and sustain a PLC, and his presentations provide practical strategies based on real-life experience.</p>	
<b>Description</b>	<p>Consistent and powerful research on school improvement is clear: the most promising strategy for sustained and substantive school improvement is developing the capacity of school personnel to function as a professional learning community (PLC). In collaborative teams, teachers meet regularly with the intended purpose of increasing student achievement and closing the learning gaps for students. This requires a commitment to grow our knowledge, skills and practices by sharing effective classroom practices, common assessments, establishing team goals and focusing on results. This workshop will not only provide an overview of the characteristics of a PLC, but will engage participants in specific practices and protocols that will help teams work together to focus on the keys of assessment, curriculum, and instruction.</p>	
<b>Standards</b>	<p>WTS: 9 and 10</p>	
<b>Registration</b>	<p>LCLN Members: \$40/person                  Non-LCLN Members: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>



# High School Redesign

With Claire Wick

<b>Schedule</b>	<b>October 31 and December 7, 2007; February 6 and April 16, 2008</b> Location: CESA 7, Green Bay Check in 12:00 pm, Workshop 12:30 pm - 3:30 pm	
<b>Audience</b>	High School Principals; Associate Principals; High School Teacher Leaders; Counselors and District Administrators; teams are encouraged to attend.	
<b>Presenter</b>	<b>Claire Wick</b> , MAE, is a School Improvement Specialist at CESA 7.	
<b>Description</b>	<p>1. Explore four strands of high school redesign (change) at these meetings:</p> <ul style="list-style-type: none"> <li>• <i>Curriculum, Assessment, and Instruction</i>: rigor and relevance</li> <li>• <i>9th and 12th Grade Transitions</i>: importance of 9th grade for student achievement and success in high school; making the senior year more relevant</li> <li>• <i>Relationships and Connections to Students</i>: students are more likely to succeed when they feel connected to school</li> <li>• <i>Leadership</i>: effective leaders are key to sustainable reform</li> </ul> <p>2. Take back action plan ideas to your school site to share with other faculty members.</p>	
<b>Standards</b>	WTS: 9 and 10; WAS: 2	
<b>Registration</b>	LCLN Member: \$40/person Non-LCLN Member: \$185/person (Includes handouts, refreshments and lunch.)	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>

# Leadership with Rigor & Relevance Framework



With Claire Wick

<b>Schedule</b>	<b>Middle and High School Principals</b> <b>November 5, 2007</b> Location: CESA 7, Green Bay 8:30 am - 11:30 am	<b>Elementary Principals</b> <b>November 5, 2007</b> Location: CESA 7, Green Bay 12:30 pm – 3:30 pm
<b>Audience</b>	Grades 9-12 teachers and administrators.	
<b>Description</b>	<p>How are schools responding to a changing economy and society? How can schools improve student learning and engagement by integrating the concepts of rigor and relevance in classrooms?</p> <p>Rigorous and relevant instruction is achievable by teachers who have support through strong administrative leadership. This half-day session will provide building leaders with an overview of the Rigor &amp; Relevance Framework that can be used as a tool to support and enhance classroom practices at their sites. Participants will:</p> <ul style="list-style-type: none"> <li>▪ Understand the Rigor &amp; Relevance Framework as a tool</li> <li>▪ Identify levels of Rigor &amp; Relevance</li> <li>▪ Set the levels of Knowledge and Application</li> <li>▪ Evaluate levels of Rigor &amp; Relevance in classroom instruction</li> <li>▪ Reflect on using the Rigor &amp; Relevance Tool for classroom walk-throughs and observations</li> </ul> <p>This workshop will utilize power point, discussions, activities, and handouts to assist administrators in using this instructional tool with their teachers.</p>	
<b>Standards</b>	WTS: 5 and 10	
<b>Registration</b>	LCLN Members: \$40/person Non-LCLN Members: \$185/person <i>(Includes handouts, refreshments and lunch.)</i>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies</b> 920-617-5613 or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>



# The Best Schools

With Thomas Armstrong

<b>Schedule</b>	<p><b>November 8, 2007</b></p> <p>Location: Comfort Suites, Green Bay</p> <p>Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades PK-12 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Thomas Armstrong, Ph.D.</b>, is an award-winning author and speaker with over thirty years of teaching experience from the primary through the doctoral level, and over one million copies of his books in print on issues related to learning and human development. He is the author of thirteen books including the forthcoming <i>The Human Odyssey: Navigating the Twelve Stages of Life</i> (May, 2007), <i>The Best Schools: How Human Development Research Should Inform Educational Practice</i>, <i>Multiple Intelligences in the Classroom</i>, <i>In Their Own Way</i>, <i>Awakening Your Child's Natural Genius</i>, <i>7 Kinds of Smart</i>, <i>The Myth of the A.D.D. Child</i>, <i>ADD/ADHD Alternatives in the Classroom</i>, and <i>Awakening Genius in the Classroom</i>. His books have been translated into twenty-one languages, including Spanish, Chinese, Hebrew, Danish, and Russian. He has written for <i>Ladies Home Journal</i>, <i>Family Circle</i> (where he received awards from the Educational Press Association, and the National Association of Secondary School Principals), <i>Parenting</i> (where he was a regularly featured columnist for four years), <i>Mothering</i> (where he was a contributing editor), and over thirty other periodicals, journals, and edited books. He has appeared on several national and international television and radio programs, including NBC's "The Today Show," "CBS This Morning," "CNN," the "BBC" and "The Voice of America." Articles featuring his work have appeared in <i>The New York Times</i>, the <i>Washington Post</i>, <i>USA Today</i>, <i>Investor's Business Daily</i>, <i>Good Housekeeping</i>, and hundreds of other newspapers and magazines around the country. Dr. Armstrong has given over 800 keynotes, workshop presentations, and lectures in 42 states and 16 countries in the past nineteen years. His clients have included Sesame Street, the Bureau of Indian Affairs, the European Council of International Schools, the Republic of Singapore, and several state departments of education.</p>	
<b>Description</b>	<p><i>The Best Schools: How Human Development Research Should Inform Educational Practice</i></p> <p>This workshop presents information from Dr. Armstrong's ASCD book, which explores how educators have spent too much time engaging in an "academic achievement discourse," (AAD) and need to spend more time participating in a "human development discourse" (HDD) focused on developmentally-appropriate teaching methods. He will examine core assumptions of both discourses, and examine the negative consequences of AAD and the positive consequences of HDD. Dr. Armstrong then will explore key developmental features of best school practices at four levels of education, including: 1) early childhood education and the importance of play, 2) elementary school education and the need to teach kids how the world works, 3) middle schools and the necessity of emphasizing social and emotional learning, and 4) high schools, which should be focused on preparing students for life in the real world. Power Point presentations will be combined with focused reflection, peer sharing, small group learning, and whole group discussion.</p>	
<b>Standards</b>	<p>WTS: 2, 3, 4, and 10; WAS: 2</p>	
<b>Registration</b>	<p>LCLN Members: \$40/person                  Non-LCLN Members: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>



# The Daily Disciplines of Leadership

With Brian McNulty

<b>Schedule</b>	<p><b>December 4, 2007</b></p> <p>Location: Comfort Suites, Green Bay</p> <p>Check in 8:00 am, Workshop 8:30am - 3:00 pm</p>	
<b>Audience</b>	<p>PK-12 teacher leaders and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Brian McNulty</b> brings 30 years of experience as a leading education specialist to his position and has most recently served since 2000 as Vice President, Field Services at the Mid-continent Research for Education and Learning (McREL). Prior to this, he was an Assistant Superintendent for Adams County School District 14, and the Assistant Commissioner of Education, for the Colorado Department of Education.</p> <p>Brian's work and writing have been featured in books, scholarly journals and periodicals throughout the world. An author of more than 40 publications, Brian's most recent book, <i>School Leadership that Works: from Research to Results</i>, an ASCD publication is co-authored with Robert Marzano and Tim Waters.</p> <p>In addition to being a leading authority on Leadership Development, Brian's knowledge of the research and ability to translate this research into practical application for schools and districts, have created the opportunity for him to work as a long terms partner with school districts, SEAs and intermediate units. He is also in demand as a keynote speaker.</p>	
<b>Description</b>	<p>This seminar is for leaders who must manage challenges such as turning around underperforming schools. Participants are introduced to the concepts and content of the Daily Disciplines. It is suggested that each participant study the leadership library consisting of <i>The Daily Disciplines of Leadership</i>; <i>The Leader's Guide to Standards</i>; and <i>101 Questions and Answers About Standards, Assessment, and Accountability</i>.</p> <p>Educational leaders are drowning under the weight of "initiative fatigue," with too much to do, incessant demands for results, and an environment that can be demoralizing and unhealthy. This powerful seminar is designed for leaders at the district and building level, as well as professionals who are candidates for future leadership positions. The focus of the seminar is improving student achievement, student motivation, and personal organization.</p> <p>This seminar will improve both personal and managerial leadership skills and will create focus for disciplined effort, sharpened personal values, and carefully deployed organizational resources. You will learn what kind of leader you are. You will explore essential questions significant to leadership, including, "What is the purpose of leadership?" Participants should bring to the seminar school improvement plans, summaries of student performance data, and any personal planning documents used to manage time.</p> <p><b>LEARNING OBJECTIVES:</b></p> <p>During this interactive seminar, participants will learn:</p> <ul style="list-style-type: none"> <li>▪ How to identify and replicate successful leadership practices</li> <li>▪ How to link leadership decisions to student achievement results</li> <li>▪ How to create change in the face of passivity or active resistance</li> <li>▪ How to organize tasks and projects through measurement</li> <li>▪ How to maximize the effectiveness of leadership</li> </ul>	
<b>Standards</b>	<p>WAS: 1, 2, 3, 4, 5, 6, and 7</p>	
<b>Registration</b>	<p>LCLN Members: \$40/person                  Non-LCLN Members: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>



# Classroom Walk-Through

With Dick Halsey

<p><b>Schedule</b></p>	<p><b>January 31, 2008</b>                  Location: CESA 7, Green Bay with “Walk-Through” at West DePere School District                  Check in 8:00, Workshop 8:30 am - 3:30 pm</p>	
<p><b>Audience</b></p>	<p>Grades PK-12 administrators.</p>	
<p><b>Presenter</b></p>	<p><b>Dick Halsey</b> is currently an elementary principal in the Two Rivers School District. He is a graduate of UW-Stevens Point, and has a master’s degree from UW-Milwaukee. He has held teaching and administrative positions at the elementary and middle levels. Dick currently uses this "Walk Through" model as a means of getting a series of "snapshots" to assist in establishing a dialogue with his staff regarding instructional strategies used in the classroom.</p> <p>This workshop gives participants an opportunity to develop and practice an informal observation strategy.</p>	
<p><b>Description</b></p>	<p>The role of the instructional leader is to guide teachers in their professional development and in the improvement of their classroom teaching skills. To serve as a coach to teachers is frequently the most difficult challenge facing principals. The workshop provides principals with the tools and skills necessary to become astute observers of the instructional process. It also guides principals in prescribing specific actions and activities that will enhance the quality of student learning and achievement. Incorporated in the session is first-hand observation in an actual classroom. Having the opportunity to learn, practice, and reflect, prepares the participants to return to their building and implement. This session provides training in the “Classroom Walk-Through” process of structured 3-4-minute observations of teachers in their classrooms. The walk-through observation process provides a valuable tool for individual reflective teacher conferences. Participants will visit a nearby local elementary and secondary school to gain practice in using the walk-through technique. During this workshop, participants will practice classroom walk-throughs in the West De Pere School District.</p>	
<p><b>Standards</b></p>	<p>WAS: 1 and 2; WTS: 1-10</p>	
<p><b>Registration</b></p>	<p>LCLN Members: \$40/person                  Non-LCLN Members: \$185/person  <i>(Includes book, handouts, walk-through cards, two practice walk-throughs at area schools, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5628</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>



# Regional Data Retreat Trainer-of-Trainer Workshop

With Judy K. Sargent Ph.D

<b>Schedule</b>	<b>April 3 &amp; 4, 2008</b> Location: CESA 7, Green Bay Check in 7:30 am, Workshop 8:00 am - 3:30 pm	
<b>Audience</b>	Grades PK-12 teachers and administrators; teams are encouraged to attend.	
<b>Presenter</b>	<b>Dr. Judy K. Sargent</b> is the Director of School Improvement Services at CESA 7. In her current position, she coordinates school improvement services for 38 school districts in Northeastern Wisconsin. Dr. Sargent has a wealth of experience leading data-driven decision-making and school reform, and has worked extensively in public schools, educational publishing and consulting. She is the author of several publications, including developing the <i>Data Retreat®</i> process and materials since 1998, the <i>Targets for Teachers, A Self-Study Guide for Teachers in the Age of Standards</i> , (Peguis, 2000), the <i>Self-Assessment for School Leaders (SASL)</i> (Reflection Tools, 2003), and continues to develop new processes to assist in leadership toward improving student learning.	
<b>Description</b>	These two days of training are designed to prepare facilitators of the Data Retreat® and Improvement Planning Process. Participants will learn how to plan retreats and facilitate a year-long process of improvement work focused on improving student achievement. Specifically, participants will: <ul style="list-style-type: none"> <li>• Understand how to facilitate all stages in the process</li> <li>• Prepare teams for the retreat</li> <li>• Identify and guide collection of relevant student, professional practices, program and structures, and family community data</li> <li>• Learn how to guide steps in the data analysis process with a variety of data types, including posting and graphing data, making observations and posting hypotheses of practices</li> <li>• Learn the nuts and bolts of presenting and facilitating teams</li> <li>• Learn how to organize and set up retreats, including facility and materials arrangements</li> <li>• Learn about the follow-up processes to breathe life into results from the Data Retreat®</li> <li>• Learn how to guide teams into clarifying issues and translating them into objectives, strategies and specific tasks</li> <li>• Learn how to guide teams in identifying future assessments and how they will be used to facilitate students' learning</li> <li>• Learn how to develop a self-monitoring system to maintain fidelity to the plan</li> <li>• Learn how to guide teams in monthly ongoing improvement efforts</li> </ul>	
<b>Standards</b>	WAS: 1, 2, 3 and 4	
<b>Registration</b>	LCLN Members: \$40/person Non-LCLN Members: \$185/person <i>(Includes handouts, refreshments and lunch.)</i>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>



# How to Grade for Learning

With Ken O'Connor

<b>Schedule:</b>	<p><b>April 17, 2008</b></p> <p>Location: Comfort Suites, Green Bay</p> <p>Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience:</b>	<p>PK-12 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Ken O'Connor</b> is an educational consultant. He has been a staff development presenter and facilitator on assessment, grading and reporting and curriculum design in 32 states and 7 provinces. He is a member of the ASCD Understanding by Design Cadre and has presented at many conferences in the United States and Canada, including ASCD Annual Conferences, ASCD Teaching and Learning Conferences, the National Staff Development Council Annual Conference, Rick Stiggins Summer Institute and the National Association of Secondary School Principals Annual Conference.</p> <p>Formerly a Curriculum Coordinator with the Toronto District School Board in Ontario, Canada, O'Connor's responsibilities included student assessment and evaluation and geography. His teaching background includes 23 years of classroom experience from grades 7 to 12 in six schools in Ontario, Canada, and in Victoria, Australia.</p> <p>O'Connor is the author of <i>How to Grade for Learning: Linking Grades to Standards</i>, 2nd. Edition, and "Leading Grading and Reporting," in <i>Guide for Instructional Leaders, Guide 2</i>.</p>	
<b>Description</b>	<p>Teachers increasingly are using a broad range of assessment approaches to improve learning. The next step is linking this "assessment for learning" orientation to grading practices. To communicate effectively about student achievement and to support learning, grades must be accurate, meaningful, consistent and supportive of learning.</p> <p>The workshop will begin with introductory ideas and activities to activate thinking about grading. Consideration will then be given to the purpose(s) of grades and seven general perspectives on grades. Next, examples of grading practices will be presented, and the issues that arise from these examples will be discussed.</p> <p>The main section of the workshop will be the presentation and discussion of eight guidelines for effective grading - guidelines that will make grades accurate, meaningful, consistent and supportive of learning. Each guideline will be introduced and followed by discussion and questions. Participants will also have opportunities to consider the implications of each guideline for their school.</p> <p>The session will conclude with opportunities for participants to reflect on what they have learned and what they want to take back to their schools about grading (and reporting).</p> <p>(For this institute, grades are defined as the summary symbols {letters or numbers} used on report cards to summarize student achievement.)</p>	
<b>Standards</b>	<p>WTS: 8 and 10; WAS: 2</p>	
<b>Registration</b>	<p>LCLN Members: \$40/person</p> <p>Non-LCLN Members: \$185/person</p> <p><i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>

# Teaching & Learning Mathematics with Understanding – Geometry, Measurement and Statistics & Probability

With Dr. Billie Sparks



<b>Schedule</b>	October 10, 2007	Grades K-5	Geometry	Holiday Inn, Manitowoc
	October 11, 2007	Grades 5-8	Geometry	Holiday Inn, Manitowoc
	December 12, 2007	Grades K-5	Measurement	CESA 7, Green Bay
	December 13, 2007	Grades 5-8	Measurement	CESA 7, Green Bay
	February 13, 2008	Grades K-5	Statistics & Probability	CESA 7, Green Bay
	February 14, 2008	Grades 5-8	Statistics & Probability	CESA 7, Green Bay
Check in 8:00 am, Workshop 8:30 am - 3:00 pm				
<b>Audience</b>	Grades K-8 teachers and administrators; teams are encouraged to attend.			
<b>Presenter</b>	<b>Dr. Sparks</b> has over thirty-five years of experience teaching mathematics at all levels and is a frequent consultant to schools throughout the United States on curriculum, instruction, and assessment in mathematics. He has conducted over 500 in-services, workshops, or seminars for teachers and is an author of the <i>Wisconsin Guide to Curriculum Planning in Mathematics</i> .			
<b>Description</b>	<p>Reaching the goal of a standards-based curriculum of developing mathematical power for all students requires that student learning has to go beyond the learning of specific concepts and skills. The goal must include flexibility of thought in exploring mathematical ideas, perseverance in working on mathematical tasks, and a constant focus on understanding and sense-making. This approach should be seamless through all of PK-12 mathematics.</p> <p>Teachers need to deeply understand mathematics which will assist them in the core issues of teaching mathematics. We will consider the content areas of geometry, measurement, and probability and statistics during the sessions in 2007-2008. Each session will cover one of these standards with the goal of enhancing the mathematical understanding of teachers to allow success for all on a curriculum of high expectations. The process standards of problem solving, communication, connections, reasoning, and representations will thread through each session as well. Examples of classroom activities and student approaches will be used at each level to show the recommended program in operation and to engage the teachers in the work that is expected of students. Each session will introduce resources that can help teachers and students explore the mathematics of the targeted standard.</p>			
<b>Standards</b>	WTS: 1, 3, 4 and 10			
<b>Registration</b>	LCLN Member: \$40/person/session. Non-LCLN Member: \$185/person/session. (Includes handouts, refreshments and lunch.)		Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>	



# Teaching Mathematics via Problems – Creating a Classroom Atmosphere of Questioning, Conjecturing and Convincing

With Dr. John Koker

<b>Schedule</b>	<b>January 16, 2008</b> Location: CESA 7, Green Bay Check in 8:00 am, Workshop 8:30 am - 3:00 pm	
<b>Audience</b>	Grades PK-12 teachers and administrators; teams are encouraged to attend.	
<b>Presenter</b>	<p><b>John Koker</b> is a professor and the chair of the Department of Mathematics at the University of Wisconsin-Oshkosh. He received a Ph.D. in Mathematics from the University of Wisconsin-Milwaukee, a M.S. from Purdue University and a B.A. from St. Norbert College. He is a regular presenter at the School Science and Mathematics Association, Wisconsin Mathematics Council and MAA and NCTM conferences. During the spring of 1999 he was on sabbatical as a Visiting Professor in the Department of Mathematics Education at Kyungpook National University in Taegu, South Korea.</p> <p>He just completed the program “Creating Middle School Classrooms Containing an Atmosphere of Mathematical Reasoning and Problem Solving” in partnership with the Menominee Indian School District and the Menominee Tribal School which is funded by an ESEA Title IIB Mathematics and Science Partnership grant. He has also worked with teachers on the Rosebud and Standing Rock Reservations. In 2002 he received a UW Oshkosh Distinguished Teaching Award and in 2004 he received a UW Oshkosh Rosebush Professorship for excellence in teaching, scholarship and service.</p>	
<b>Description</b>	<p>This workshop is designed for mathematics teachers who are interested in improving their own problem solving skills and are looking for ideas on how to use problem solving to increase student understanding. We will examine beliefs and habits about teaching and learning that may prevent one from being an effective problem solver.</p> <p>Mathematical recreations including problems, puzzles, games and other mathematical entertainments whose solutions rely on creative thinking and ingenuity will be shared and discussed. We will introduce ways that problematical recreations can be used to introduce and reinforce basic mathematical concepts including algebra, number sense, geometry, statistics and probability. We will also work in the context of real-world situations and attempt to solve practical problems.</p> <p>We will work through problems and activities and discuss how these problems can be used in the mathematics curriculum. All participants will leave with ideas that will help them create a problem-solving atmosphere in their classrooms using their current curriculum.</p>	
<b>Standards</b>	WTS: 1, 4, and 10	
<b>Registration</b>	LCLN Member: \$40/person Non-LCLN Member: \$185/person <i>(Includes handouts, refreshments and lunch.)</i>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>

# Sensible Mathematics

With Steve Leinwand



<b>Schedule</b>	<b>March 6, 2008</b> Location: Comfort Suites, Green Bay Check in 8:00 am, Workshop 8:30 am - 3:00 pm	
<b>Audience</b>	Grades PK-12 teachers and administrators; teams are encouraged to attend.	
<b>Presenter</b>	<p><b>Steve Leinwand</b> is a Principal Research Scientist at AIR and is currently working on a range of projects involving K-12 mathematics, including Ohio K-8 diagnostic and achievement tests, a comparative analysis of Singapore Mathematics for the Department of Education, a standards warehouse for Adult Education Standards, and the evaluation of the Bill and Melinda Gates Foundation small high schools initiative.</p> <p>Steve formerly served as mathematics supervisor with the Connecticut Department of Education where he was responsible for a broad array of activities, including curriculum development, professional development, program evaluation, and student and teacher assessment, as they relate to the improvement of school mathematics. He served in this position for 22 years, having previously taught and was the district mathematics supervisor in the Middletown, CT Public Schools. While in Connecticut, Steve also served from 1991 to 2001 as co-Project Director for Project CONNSTRUCT, Connecticut’s NSF-funded State Systemic Initiative. For the year prior to joining AIR, he worked as an independent contractor to the National Council of Teachers of Mathematics (NCTM) – serving as project director for the NCTM/Duke Energy “Reflections” Professional Development Web-site project.</p> <p>Steve is a former member of the Mathematical Sciences Education Board of the National Research Council and is past president of the 2,600-member National Council of Supervisors of Mathematics. He has served on the NAEP National Assessment Item Development Panel, the New Standards Mathematics Advisory Committee, and chaired NCTM’s Professional Development and Status Advisory Committee. In addition, Steve has recently completed a 3-year term on the NCTM Board of Directors, during which time he helped review Principles and Standards for School Mathematics.</p> <p>Steve is also a senior author of Scott Foresman Addison Wesley’s K-8 mathematics program. He has written numerous articles and his new book, <i>Sensible Mathematics: A Guide for School Leaders</i>, was recently published by Heinemann.</p>	
<b>Description</b>	This workshop returns after being a “big hit” with Math teachers last year. The fast-paced, example-laden presentation is designed to engage participants in thinking about (and then being willing and able to act on) the issues of teaching for understanding, focusing on conceptual understanding and big mathematical ideas, and changing our professional culture to support these shifts. In doing so, we’ll focus on a set of evidence-based instruction practices that make a classroom more mathematically productive.	
<b>Standards</b>	WTS: 1 and 4	
<b>Registration</b>	LCLN Member: \$40/person Non-LCLN Member: \$185/person <i>(Includes handouts, refreshments and lunch.)</i>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>



# 2007-08 LITERACY Series

# 2007-08 Literacy Series

Literacy Advisory Council	Vision
<p><i>All CESA 7 Area Literacy Leaders are Welcome on the Council</i></p> <p>Barbara Schaal Green Bay School District</p> <p>Becky Stellmacher Wrightstown School District</p> <p>Katie Devillers Green Bay School District</p> <p>Danielle Lillge Two Rivers School District</p>	<p>The CESA 7 Literacy Center, through School Improvement Services, is committed to the vision that all children, grades PK-12, meet academic standards in reading and writing. To meet this vision, the center is committed to the following goals:</p> <ol style="list-style-type: none"> <li>1. Provide high quality professional development in research-based best literacy instructional practices</li> <li>2. Provide professional development in best assessment practices</li> <li>3. Provide regional networking for area Literacy Coordinators and Reading Specialists</li> <li>4. Provide coordination for consortium grant projects</li> <li>5. Provide liaison with the Department of Public Instruction in Literacy</li> <li>6. Provide access to the <i>Fast ForWord</i><sup>®</sup> tool for school districts among other resources</li> </ol>
<p>Amy LaPierre Howard Suamico School District</p> <p>Jim Van Abel Green Bay School District</p> <p>Marcia Morgan Manitowoc School District</p> <p>Norah Vandermolen New Holstein School District</p> <p>Carol Johnson Oneida Nation School District</p>	<p style="text-align: center;"><b>Literacy Center Membership</b></p> <p>Public and private school districts who are members of the CESA 7 Literacy Center receive these benefits:</p> <ul style="list-style-type: none"> <li>o Discounted registration fees for professional development offerings</li> <li>o Membership to the Literacy Center “e-mail distribution list” for updates and information</li> <li>o Representation on the Literacy Center Advisory Council</li> <li>o Participation in the CESA 7 Literacy Coordination/Reading Specialist Networks and Task Forces at no cost</li> </ul> <p>CESA 7 school districts may become members of the Literacy Center for an annual allocation fee based on enrollment and equal assessment. Allocations for BASIC and GOLD membership levels can be provided through the CESA 7 Business Office. Districts outside of CESA 7 may also have access to these workshops. Call the CESA 7 Business Office Manager for membership opportunities: 920-617-5637.</p>
<p>Dawn Ford Cedar Grove Belgium School District</p> <p>Wendy Hnilicka Ashwaubenon School District</p> <p>Linda Helf Manitowoc School District</p>	<p style="text-align: center;"><b>For Further Information</b></p> <p style="text-align: center;"><b>Registration</b></p> <p style="text-align: center;">Literacy Center Program Assistant: Chris Larson, 920-617-5628 clarson@cesa7.k12.wi.us</p> <p style="text-align: center;"><b>Literacy Center Co-Coordinators</b></p> <p style="text-align: center;">CESA 7 SIS Director: Judy Sargent, 920-617-5631 jsargent@cesa7.k12.wi.us CESA 7 SIS Specialist: Claire Wick, 920-617-5647 cwick@cesa7.k12.wi.us</p>
<p>Judy Sargent School Improvement Services, CESA 7</p> <p>Claire Wick School Improvement Services, CESA 7</p>	<p style="text-align: center;"><b>Funding Support</b></p> <p style="text-align: center;">This series is aligned with the purpose of advancing the learning for <b>all</b> students through ESEA No Child Left Behind and through IDEA 2004.</p>
<p>Michelle Polzin CESA 7 Reach Coordinator</p>	<p style="text-align: center;">Literacy Center Advisory Council Meeting Dates (at CESA 7):</p> <p style="text-align: center;">August 10, 2007 10:00 am – 12:30 pm</p> <p style="text-align: center;">Sept. 6, October 4, Nov. 1 and Dec. 6, 2007; Jan. 3 and Feb. 7, 2008 1:00 pm – 3:30 pm</p>

# 2007- 08 CESA 7 Literacy Series Summary



Date & Time	Presenter	Event	Location
Aug. 15, 2007; Aug. 16, 2007; Sept. 19, 2007; Oct. 10, 2007; Dec. 11, 2007; Jan. 23, 2008 8:30 am-3:30 pm	Pam Ryder and Donna Recht	“Coaching For Literacy Leaders”	CESA 7, Green Bay
Sept. 26, 2007; Oct. 22, 2007; Nov. 26, 2007; Jan. 7, 2008; Feb. 21, 2008; Mar. 13, 2008 8:00 am-12:30 pm	Claire Wick, Danielle Lillge, Norah Vandermolen	“Engaging Learners: Creating Strategic Readers in the Content Areas”	CESA 7, Green Bay
Aug. 21, 2007; Oct. 5, 2007; Oct. 11, 2007; Nov. 7, 2007; Dec. 5, 2007; Jan. 9, 2008; Feb. 8, 2008 8:30 am-3:30 pm	Gretchen Montee	“Frameworks for Literacy - Grades PK-2”	CESA 7, Green Bay
Sept. 25, 2007; Oct. 2, 2007; Oct. 9, 2007; Oct. 16, 2007; Oct. 30, 2007; Nov. 6, 2007; Nov. 13, 2007; Dec. 4, 2007 1:00 pm-6:30 pm	Linda Helf	“Frameworks for Literacy - Grades 3-5”	Manitowoc School District Office
Oct. 4, 2007 8:30 am-3:00 pm	Lori Ozkcus	“Super 6 Comprehension Strategies”	Comfort Suites, Green Bay
Oct. 11, 2007 8:30 am-3:00 pm	Cris Tovani	“Do I Really Have to Teach Reading?”	Comfort Suites, Green Bay
Oct. 16, 2007 8:30 am-3:30 pm	Cecile Mielenz	“Exploring Math Through Literacy- Preschool & Kindergarten Ideas that Work”	Holiday Inn, Manitowoc
Oct. 17, 2007 8:30 am-3:30 pm	Cecile Mielenz	“Exploring Math Through Literacy- Preschool & Kindergarten Ideas that Work”	Comfort Suites, Green Bay
Dec. 6, 2007 8:30 am-3:00 pm	Peter Pappas	“Rigor, Relevancy and Reading for Content Area Mastery”	Comfort Suites, Green Bay
Jan. 16, 2008 8:30 am-3:00 pm	Mary Bigler	“Literacy, Laughter and Learning” (Extra focus in the area of Comprehension)	Holiday Inn, Manitowoc
Feb. 6, 2008 8:30 am-3:00 pm	Debbie Miller	“Reading With Meaning: Teaching Comprehension in Primary Grades”	Comfort Suites, Green Bay
Mar. 12, 2008 8:30 am-3:00 pm	Ardith D. Cole	“Knee to Knee: Eye to Eye”	Comfort Suites, Green Bay
Jan. 17, 2008-English Feb. 19, 2008-Science Mar. 12, 2008-Social Studies Apr. 1, 2008-Math Apr. 15, 2008-CTE 8:30 am – 3:00 pm	Claire Wick	“High School Comprehension Camp”	CESA 7, Green Bay
Oct. 30, 2007; Dec. 19, 2007; Feb. 28, 2008; Apr. 9, 2008 12:30 pm-3:00 pm	Claire Wick	“Secondary Literacy Network”	CESA 7, Green Bay
Oct. 17, 2007; Nov. 8, 2007; Feb. 7, 2008; Apr. 16, 2008 8:00 am-10:00 am	Claire Wick	“Secondary LITERACY LEADER Network”	CESA 7, Green Bay



# Coaching For Literacy Leaders

With Pam Ryder and Donna Recht

<b>Schedule</b>	<b>8/15/07; 8/16/07; 9/19/07; 10/10/07; 12/11/07; 1/23/08</b> <b>(Six session course)</b> Location: CESA 7, Green Bay Check in first day 8:00 am, Workshop 8:30 am - 3:30 pm	
<b>Audience</b>	Literacy practitioners who have: <ul style="list-style-type: none"> <li>• A strong knowledge base in literacy instruction</li> <li>• A willingness to learn, lead and serve</li> </ul>	<ul style="list-style-type: none"> <li>• Strong interpersonal skills</li> <li>• Ability to work in a confidential role</li> <li>• Interest in coaching others for change</li> </ul>
<b>Presenters</b>	<p><b>Donna Recht, Ph.D.</b> is an Associate Professor in Educational Leadership at Cardinal Stritch University. During her 36 years in education, Donna has been an elementary classroom teacher, reading specialist and principal. In addition to a Masters degree in Reading, Donna was a K-12 Reading Specialist, and the Director of the Reading Clinic at Cardinal Stritch. Her interest and training in coaching emerged from a desire to effect system change by helping others "see" the barriers that were blocking their ability to act. She was trained as a coach for the MPS Principal Coaching Project and teaches Coaching for Leaders in the Milwaukee area.</p> <p><b>Pam Ryder</b> has been an elementary classroom teacher, a K-12 reading specialist/coordinator in both regular and special education settings, and K-12 Director of Instruction and Professional Development. Her special interests include best practices in literacy, professional development, and leadership for change. Her interest in coaching emerged when she personally experienced the power of effective coaching. She brings a strong focus on data-driven school change and equity for all students. She is adjunct faculty at Cardinal Stritch University.</p>	
<b>Description</b>	<p><b>Course Outcomes</b></p> <ul style="list-style-type: none"> <li>• Learn and practice processes for instructional coaching including listening, asking effective questions, making distinctions, and offering feedback.</li> <li>• Learn how to diagnose literacy practices and to identify potential changes to improve literacy outcomes.</li> <li>• Understand the role of coach versus supervisor.</li> <li>• Understand the nature and role of change in schools.</li> <li>• Develop a vision for literacy leadership.</li> <li>• Coach individuals or teams to effect change in literacy practices for improved student learning.</li> </ul>	<p><b>Coaching Objectives</b></p> <ul style="list-style-type: none"> <li>• Objective 1: Coach a colleague as he/she effects change in literacy instruction.</li> <li>• Objective 2: Learn and practice effective strategies for coaching individuals and teams.</li> <li>• Objective 3: Develop effective processes for instructional coaching including listening, asking effective questions, making distinctions, and offering feedback that moves your client forward.</li> </ul> <p><b>Leadership &amp; Change in Literacy Practices Objectives</b></p> <ul style="list-style-type: none"> <li>• Objective 1: Develop a vision for literacy leadership in your organization.</li> <li>• Objective 2: Learn how to diagnose your organization's literacy system, suggest possible literacy changes, identify barriers to change and suggest possible SMART goals.</li> <li>• Objective 3: Apply best practices in literacy to coaching, leadership and change in the organization.</li> </ul>
<b>Standards</b>	WTS: 1, 4, 6, 9, and 10	
<b>Registration</b>	Literacy Center Members - GOLD LEVEL: \$480/person BASIC LEVEL: \$960/person Non-Literacy Center Members: \$1,380/person (Includes handouts, refreshments and lunch.) Limited Seating - 25	3 Credits through Cardinal Stritch University are <u>optional and additional</u> . This credit option is in addition to the CESA 7 registration fee. <u>Registration for credit</u> will be on first day of class. Contact Nancy Marsho, Cardinal Stritch University at: 414-410-4491 for credit fee information.
	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a>	
<b>Required Text:</b>	<p><b><u>Purchase independently by first class:</u></b>                  Toll, C.A. (2005). <i>The literacy coach's survival guide</i>. Newark, DL: IRA.</p>	



# Engaging Learners: Creating Strategic Readers in the Content Area

With Claire Wick, Danielle Lillge, Norah Vandermolen

<b>Schedule</b>	<b>9/26/07; 10/22/07; 11/26/07; 1/7/08; 2/21/08; 3/13/08</b> (Six session course) Location: CESA 7, Green Bay Check in on first day 7:30 am, Workshop 8:00 am – 12:30 pm	
<b>Audience</b>	Grades 6-12 teachers and administrators; teams are encouraged to attend.	
<b>Presenters</b>	<b>Claire Wick</b> is a School Improvement Specialist at CESA 7 in Green Bay. <b>Danielle Lillge</b> is a high school English teacher. <b>Norah Vandermolen</b> is a middle school Language Arts and Spanish teacher at New Holstein MS.	
<b>Description</b>	<p style="text-align: center;"><b>Course Description</b></p> This course is designed for grades 6-12 classroom teachers in all content areas. The course contains introductory information on the research basis and definitions of strategic reading in the content areas. Teachers will explore formats for working with the essential components of reading/learning strategies in any content area. Reading/learning strategies will be learned and practiced by teachers in their classrooms. Teachers will also reflect about the roles that reading and motivation have played to help them be successful in their personal life as well as the role of reading for students in their content areas. <p style="text-align: center;"><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>• To develop strategic readers in all content areas at the secondary level</li> <li>• To learn the components and common vocabulary of strategic reading in the content areas</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in practices that shift the learning process from teacher-directed to student-directed</li> <li>• To use reading strategies in your content area</li> <li>• To engage in reflective practice and participate as a member of a learning team</li> <li>• To identify assessment tools that work with the various strategies</li> <li>• To use systematic observation techniques to monitor changes in student’s learning over time and to guide daily decision-making</li> <li>• To reflect critically on participant’s own learning and how that is influencing their teaching decisions</li> <li>• To raise the awareness about the instructional needs of students who are lower achieving readers and writers</li> </ul>
<b>Standards</b>	WTS: 1, 3, 4, 5, 8, 9, and 10	
<b>Registration</b>	Literacy Center Members GOLD LEVEL: \$220/person Literacy Center Members BASIC LEVEL: \$335/person Non-Literacy Center Members: \$435/person <i>(Includes handouts, required binder &amp; refreshments.)</i> Meals <u>NOT</u> included  <b>Required Text:</b> To be determined. Registrants will be notified before the class and required to purchase independently.	<p style="text-align: center;"><b>Graduate Credit</b> (2 credits): <b>Optional.</b>                  Contact UW-Green Bay at 920-465-2311. CESA 7 Registration fee is included in Graduate Credit Fee. Must register with UWGB <b>and</b> CESA 7.</p> <p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>



# Frameworks for Literacy Grades PK-2

With Gretchen Montee

<b>Schedule</b>	<p><b>Aug. 21, 2007; Oct. 5, 2007; Oct. 11, 2007; Nov. 7, 2007; Dec. 5, 2007; Jan. 9, 2008; Feb. 8, 2008</b> (Seven session course)</p> <p>Location: CESA 7, Green Bay</p> <p>Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<p>Grades PK-2 teachers; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Gretchen Montee</b> is the K-3 Reading First Literacy Coach and the K-12 Reading Specialist for the Sturgeon Bay School District. In this position, she works closely with staff, including specialists, as they make teaching decisions based on assessment data and provides support through observation, collaboration, modeling and training. She believes that children develop understanding based on what they already know and that we, as the facilitators of that learning, need to be reflective in the decisions we make as we guide our students. Gretchen has provided staff development in the areas of comprehensive literacy development and the Six Traits of Writing through CESA 7 and to various districts in Wisconsin.</p>	
<b>Description</b>	<p>In today's classroom the "one book fits all" philosophy is a thing of the past. Teachers need to be equipped with a variety of teaching strategies and expert knowledge about literacy to provide for diverse student needs. This 7 session workshop is designed for K-2 teachers who wish to expand their knowledge of literacy instruction and are looking for an approach that is research based and highly effective. The workshop is organized around the six strands of a balanced literacy philosophy: shared reading, guided reading, independent reading, shared writing, guided writing, and word work. Teachers learn how to develop a balanced literacy program utilizing the six strands stated above, as well as learn classroom management techniques and assessment options.</p> <p>This training may be taken as a workshop or for graduate credit.</p>	<p><b>Workshop/Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To help teachers understand their own philosophy of literacy instruction and the philosophy of balanced literacy</li> <li>• To help teachers manage classroom time, space, and human interactions effectively to achieve a balanced literacy program</li> <li>• To help teachers learn how to use research-based best instructional practices to teach literacy skill, including shared reading, guided reading, independent reading, shared writing, guided writing, independent writing, and word work to foster literacy acquisition</li> <li>• To help teachers reflect on their own teaching decisions</li> <li>• To help teachers learn how to collaborate with colleagues more effectively to refine teaching decisions</li> </ul> <p>Research references for these strategies will be provided.</p>
<b>Standards</b>	<p>WTS: 1, 3, 4, 5, 8, and 9</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$370/person Literacy Center Members BASIC LEVEL: \$485/person Non-Literacy Center Members: \$585/person</p> <p><i>(Includes handouts, required binder, refreshments and lunch.)</i></p> <p><u>Required Books for All Attendees (Purchase independently by first class.)</u> <i>Guided Reading: Good First Teaching for All Children</i> by Fountas &amp; Pinnel; <i>Teaching the Youngest Writers: A Practical Guide</i> by Marcia Freeman; <i>Reading with Meaning: Teaching Comprehension in the Primary Grades</i> by Debbie Miller.</p>	<p><b>Graduate Credit</b> (3 credits): <b>Optional.</b> Contact UW-Green Bay at 920-465-2311. CESA 7 Registration fee is included in Graduate Credit Fee. Must register with UWGB <b>and</b> CESA 7.</p>
<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>		

# Frameworks for Literacy Grades 3-5

With Linda Helf



<b>Schedule</b>	<p><b>9/25/07; 10/2/07; 10/9/07; 10/16/07; 10/30/07; 11/6/07; 11/13/07; 12/4/07</b></p> <p>Location: Manitowoc Public School District Office      <b>(Eight session course)</b></p> <p>Check in first day: 12:30 pm, Workshop 1:00 pm – 6:30 pm</p>	
<b>Audience</b>	<p>Grades 3-5 teachers; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Linda Helf</b> teaches fourth grade for the Manitowoc Public School District. For the past eight years, she has also provided reading program support for the district. She has led an elementary literacy series adoption, provided staff support for the use of the Scholastic Reading Inventory and Lexile system, and continues to provide staff development through district Academy courses and presentations. She has also provided staff development to various districts within the CESA 7 area. This is her third offering of a comprehensive literacy course intended for teachers in grades 3-5.</p>	
<b>Description</b>	<p>This eight-day course is designed for grades 3-5 classroom teachers. The course contains introductory information: research basis and definitions of comprehensive literacy, formal and informal assessment, essential components of a comprehensive literacy program in grades 3-5, and formats for working within those essential components. The comprehensive literacy model is organized around four strands: guided reading, self-selected reading, word work, and content area reading. The emphasis is on how to use research-based instructional practices to teach literacy. (Note: Comprehensive literacy is the new term for balanced literacy.) <u>Course Objectives include:</u></p> <ul style="list-style-type: none"> <li>• To raise awareness about the instructional needs of children who are lower achieving readers and writers</li> <li>• To learn the components and common vocabulary of comprehensive literacy</li> <li>• To identify assessment tools that work with the various strategies and components of balanced literacy</li> <li>• To use continuous and periodic literacy assessment methods to gather relevant data for evaluating their effectiveness in meeting the needs of all learners</li> <li>• To use systematic observation techniques to monitor changes in children’s learning over time and to guide daily decision-making</li> <li>• To identify strategies and practices within the comprehensive literacy model that will enhance the growth of the lower achieving readers and writers</li> <li>• To implement balanced literacy practices into the classroom</li> <li>• To collaborate with colleagues more effectively to refine teaching decisions</li> <li>• To reflect critically on participant’s own learning and how that is influencing their teaching decisions</li> </ul> <p>Research references for these strategies will be provided.</p> <p><b>This training may be taken as a workshop or for graduate credit.</b></p>	
<b>Standards</b>	<p>WTS: 1, 2, 3, 4, 5, 6, and 9</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$370/person                  Literacy Center Members BASIC LEVEL: \$485/person                  Non-Literacy Center Members: \$585/person                  (Includes handouts &amp; required binder – <b>Meals NOT included</b>)  <u>Required Book for All Attendees (Purchase independently by first class.)</u>  <i>Classrooms That Work: They Can All Read and Write, 3<sup>rd</sup> Edition</i> by L. Allington</p>	<p><b>Graduate Credit</b> (3 credits): <b>Optional.</b>                  Contact UW-Green Bay at 920-465-2311. CESA 7 Registration is included in Graduate Credit Fee. Must register with UWGB and CESA 7</p>
<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>		

# Super 6 Comprehension Strategies

With Lori Oczkus



<b>Schedule</b>	<p><b>October 4, 2007</b></p> <p>Location: Comfort Suites, Green Bay</p> <p>Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades 3-8 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Lori Oczkus</b> is a nationally recognized literacy consultant, author, and popular speaker at conferences. She is also a literacy coach/demonstration teacher and has trained educators nationwide. Lori's diverse teaching experiences include working with struggling readers/writers, bilingual students, and gifted and talented students.</p> <p>Lori is the author of <i>Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension</i> (IRA, 2003) and <i>Super Six Reading Strategies: 35 Lessons and More for Reading Success</i> (Christopher Gordon, 2004).</p> <p>Lori enjoys spending time with her husband of 20 years, Mark, and their three school aged children ages 13, 10, and 6.</p>	
<b>Description</b>	<p>Improve the reading comprehension of all students with the "Super Six" research based comprehension strategies. Dozens of <b>new and innovative</b> lessons to strengthen your students' comprehension will be modeled and shared by literacy coach and author, Lori Oczkus. The "Super Six Comprehension Strategies" include predicting/infering, questioning, monitoring, summarizing, evaluating, and making connections. Come and learn dozens of practical lessons you can use with the whole class, during guided reading, and in literature circles. Learn to motivate students to read and give them powerful tools to deeply understand both fiction and nonfiction texts. Ideas will be shared from Lori Oczkus' book <i>Super Six Comprehension Strategies: 35 Lessons and More For Reading Success</i> (Christopher Gordon, 2004). P. David Pearson says Lori's book is "... the right book at the right time." If you want your students to improve their comprehension this workshop is for you!</p>	
<b>Standards</b>	<p>WTS: 1, 3, 4, 5, 8, and 9</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$40/person</p> <p>Literacy Center Members BASIC LEVEL: \$90/person</p> <p>Non-Literacy Center Members: \$185/person</p> <p><i>(Includes handouts, refreshments and lunch.)</i></p>	<p><b>Recommended Reading:</b></p> <p><i>Super Six Comprehension Strategies: 35 Lessons and More For Reading Success</i> (Christopher Gordon, 2004)</p>
<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>		



# Do I Really Have to Teach Reading?

With *Cris Tovani*

<b>Schedule</b>	<p><b>October 11, 2007</b>                  Location: Comfort Suites, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades 9-12 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Cris Tovani</b> taught elementary school for ten years before becoming a high school reading specialist and English teacher. A nationally known consultant, she chooses to continue teaching high school students full time. She has also worked for many years as a staff developer for the Denver based <i>Public Education and Business Coalition</i> ((PEBC); a consortium that has received national acclaim for its work in reading comprehension reform. In addition to teaching and consulting, Cris has been an adjunct instructor for the University of Denver and the University of Colorado at Denver.</p> <p>Cris is the author of <i>I Read It But Don't Get It</i> and has just published her second book, <i>Do I Really Have to Teach Reading?</i> In addition to these publications, she has released two sets of instructional videotapes. Her first one, <i>Thoughtful Reading</i> shows Cris working with struggling readers as well as college bound seniors. Her second set of tapes, <i>Comprehending Content</i> demonstrates reading instruction using content specific material.</p>	
<b>Description</b>	<p>How do readers remember what they read? Good readers have strategies and tools to help them hold their thinking so that they can return to text and reuse what they have read. Many times older readers know how to pronounce and decode words. Often times, these same readers don't attach meaning to their reading when encountering difficult or uninteresting text. When readers have a way to hold their thinking they can return to it later and reuse the information to discuss, write, or demonstrate understanding. During this workshop, participants will investigate easy to implement strategies that will help students access information without sacrificing content.</p>	
<b>Standards</b>	<p>WTS: 1, 2, 3, 4, 5, 8, and 9</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$40/person                  Literacy Center Members BASIC LEVEL: \$90/person                  Non-Literacy Center Members: \$185/person                  (Includes handouts, refreshments and lunch.)</p>	<p><b>Recommended Reading:</b>  <i>Do I Really Have to Teach Reading?</i> Stenhouse, 2004;                  and/or <i>I Read It But I Don't Get It</i>, Stenhouse, 2000.</p>
	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>	

CESA 7 Literacy Center presents ...

# Exploring Math through Literacy-Preschool and Kindergarten Ideas that Work

*With Cecile Culp Mielenz*



<p><b>Schedule</b></p>	<p><b>October 16, 2007</b> Location: Holiday Inn, Manitowoc Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	<p><b>OR</b> <b>October 17, 2007</b> Location: Comfort Suites, Green Bay Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>
<p><b>Audience</b></p>	<p>Grades PK-K teachers and administrators; teams are encouraged to attend.</p>	
<p><b>Presenter</b></p>	<p><b>Dr. Cecile Culp Mielenz</b> is an outstanding early childhood teacher and an excellent seminar leader who offers a wealth of insight into young children’s education based on her 30 years of working with young children. Cecile brings not only her extensive knowledge of child development and early childhood education, but also her practical experiences as an early childhood teacher, preschool director, teacher educator, and author. Cecile continues to teach young children because of the personal satisfaction and insights she gains. She shares practical, classroom-tested ideas that will enhance your early childhood literacy program.</p>	
<p><b>Description</b></p>	<p>This unique and exciting workshop will provide you with easy-to-use strategies to encourage your preschoolers and kindergartners to explore math through language, writing, and literature. Cecile Culp Mielenz will present numerous time-saving activities to help children make connections as you integrate math and literacy throughout the day. You will learn how to determine levels of math readiness based on the suggested math curriculum from the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. Discover fresh, classroom-tested approaches, based on what we know about how the brain learns math and literacy. Cecile will demonstrate easy ideas that you can use tomorrow and that can be embedded into your existing curriculum. You'll leave this workshop with an extensive resource handbook full of plans for your math and literacy curriculum, dozens of children's literature titles, and outstanding teacher resources. Don't miss this unique opportunity to gain ideas and inspiration to entice your preschoolers and kindergartners to explore math through literacy!</p>	
<p><b>Standards</b></p>	<p>WTS: 1, 2, 4, 6, 9, and 10</p>	
<p><b>Registration</b></p>	<p>Literacy Center Members GOLD LEVEL: \$65/person Literacy Center Members BASIC LEVEL: \$115/person Non-Literacy Center Members: \$210/person <i>(Includes required binder, handouts, refreshments and lunch.)</i></p> <p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>	



# Rigor, Relevancy and Reading for Content Area Mastery

With Peter Pappas

<b>Schedule</b>	<p><b>December 6, 2007</b>                  Location: Comfort Suites, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades 6-12 teachers (any content area) and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Peter Pappas</b> is no stranger to public education. In addition to his twenty-five years as a high school social studies teacher, Peter has served as Assistant Superintendent of Instruction, and worked as a senior consultant for Willard Daggett's International Center for Leadership in Education. Today, Peter remains vital in providing instructional leadership to classroom teachers and administrators across the country. His extensive experience and passion for teaching and learning enable him to offer unique insights into current instructional strategies and the fundamental roles literacy and critical thinking play in students' lives. He is the recipient of state and national grants and fellowships including the NEH Independent Studies in the Humanities. Each day over a thousand viewers visit his website <a href="http://www.peterpappas.com">www.peterpappas.com</a> to access instructional resources, projects and publications.</p>	
<b>Description</b>	<p>The Literacy Center is pleased to bring Peter Pappas back to our region after resounding requests from last year. Boost student achievement with rigor, relevance and literacy strategies. This workshop is designed for secondary school teachers of all disciplines. It will demonstrate that teachers don't have to sacrifice content to help their student achieve academic success. Participants will find out how to support their subject area while building student literacy skills in defining, summarizing, and comparing. This engaging workshop guarantees to be rigorous and relevant to teachers. You'll leave with many new ideas and loads of strategies ready for use in your classroom.</p>	
<b>Standards</b>	<p>WTS: 1, 4, 6, 9, and 10</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$40/person                  Literacy Center Members BASIC LEVEL: \$90/person                  Non-Literacy Center Members: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>



# Literacy, Laughter and Learning

With Mary Bigler

<b>Schedule</b>	<p><b>January 16, 2008</b>                  Location: Holiday Inn, Manitowoc                  Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades K-5 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Dr. Mary Bigler</b> is an internationally-known motivational speaker, literacy consultant and award-winning teacher known for her humor, enthusiasm and practicality. She has conducted thousands of workshops on literacy topics for teachers, administrators and parents throughout the United States, Canada, Africa and Europe. Her forty plus years as a classroom teacher, university professor, author and consultant have convinced her that literacy is the greatest academic gift we can give the next generation.</p>	
<b>Description</b>	<p>This fun-filled, informative and practical presentation is for teachers who want to deliver effective literacy instruction to their elementary students. Ideas to strengthen your phonics, phonemic awareness, fluency, and vocabulary programs will be shared. Strategies to enhance your current comprehension instruction will be highlighted. Classroom-tested activities based on scientific research will enable you to meet literacy standards while having fun. You will leave with many ideas that you can implement immediately. Come prepared to laugh and learn.</p>	
<b>Standards</b>	<p>WTS: 1, 2, 3, 4, and 8</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$40/person                  Literacy Center Members BASIC LEVEL: \$90/person                  Non-Literacy Center Members: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or <b>email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></b></p>



# Reading with Meaning: Teaching Comprehension in the Primary Grades

With Debbie Miller

<b>Schedule</b>	<b>February 6, 2008</b> Location: Comfort Suites, Green Bay Check in 8:00 am, Workshop 8:30 am - 3:00 pm	
<b>Audience</b>	Grades PK-3 teachers and administrators; teams are encouraged to attend.	
<b>Presenter</b>	<b>Debbie Miller</b> taught and learned from children in the Denver Public Schools for thirty years. Author of <i>Reading with Meaning: Teaching Comprehension in the Primary Grades</i> , (Stenhouse, 2002) and the video series, <i>Happy Reading!</i> Debbie now works extensively with schools and districts on long-range planning and development of literacy programs. She worked for many years with the Denver-based Public Education and Business Coalition (PEBC), a nonprofit group committed to providing ongoing support and leadership for schools in the Denver area and nationally. Debbie has also been an adjunct professor at The University of Denver and Regis University.	
<b>Description</b>	There are certain "must have" resources for teachers. The work of Debbie Miller is "Literacy 101" for all primary grade teachers—regular and special education alike. In this workshop, Debbie Miller will show how she put a decade of reading research (as synthesized by Pearson, et. al., 1992), into practice in her own classroom—and explains how any teacher can implement these strategies. Debbie will show how she scaffolds her instruction and demonstrates explicit reading instruction that truly works for all learners. This dynamic workshop will focus on comprehension strategies in kindergarten through grade three based on Debbie Miller’s work in <i>Reading with Meaning</i> . Questioning, making connections, and visualizing are some of the strategies to be discussed. Participants will be provided with information on: <ul style="list-style-type: none"> <li>▪ creating classroom cultures of thinking</li> <li>▪ thoughtful use of time in a predictable structure</li> <li>▪ gradual release of responsibility model</li> <li>▪ teaching children how to choose books wisely and with purpose</li> <li>▪ authentic responses that serve as a means to comprehension as well as a measure</li> </ul>	
<b>Standards</b>	WTS: 1, 3, 4, 7, and 8	
<b>Registration</b>	Literacy Center Members GOLD LEVEL: \$40/person Literacy Center Members BASIC LEVEL: \$90/person Non-Literacy Center Members: \$185/person (Includes handouts, refreshments and lunch.)	<b>Recommended Reading:</b> <i>Reading with Meaning: Teaching Comprehension in the Primary Grades</i> (Stenhouse, 2002)
Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a>		

# Knee to Knee: Eye to Eye

With Ardith Davis Cole



<b>Schedule</b>	<p><b>March 12, 2008</b>                  Location: Comfort Suites, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:00 pm</p>	
<b>Audience</b>	<p>Grades K-5 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Ardith Cole</b> has 30 years of public school experience in a range of capacities, from classroom teacher to literacy specialist. She has also worked with teachers as a literacy coach, a university adjunct, and an officer in professional literacy organizations. A recipient of numerous professional awards, including the University of Buffalo's Outstanding Alumni Award for the Year 2000, she is also the author of <i>Right-Answer Writing</i>; <i>When Reading Begins: The Teacher's Role in Decoding, Comprehension and Fluency</i>; <i>Knee to Knee, Eye to Eye: Circling in on Comprehension</i>; <i>Better Answers: Written Performance That Looks Good and Sounds Smart</i>; and <i>Literacy Activities for Building Classroom Communities</i> as well as numerous articles.</p>	
<b>Description</b>	<p>Some people think literature conversations are fluff. Not so! The intellectual rewards are extraordinary. Students acquire a richer, deeper meaning of text, crawl between the lines and dredge out inferences and innuendos, take a stand and support it with textual evidence, and make connections to their own lives, other texts, and the craft of the author. Along the way, they become turned on to reading and make it an integral part of their lives. Video footage, along with group participation, will bring the knee-to-knee, eye-to-eye process to life.</p>	
<b>Standards</b>	<p>WTS: 1, 2, 3, 4, and 8</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$40/person                  Literacy Center Members BASIC LEVEL: \$90/person                  Non-Literacy Center Members: \$185/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p><b>Recommended Reading:</b>  <i>Knee to Knee, Eye to Eye: Circling in on Comprehension</i>,                  Portsmouth, NH: Heinemann, 2003</p>
<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>		



# High School Comprehension Camps for Content Areas

Claire Wick

<b>Schedule</b>	<p><b>January 17, 2008 – English</b>  <b>February 19, 2008 – Science</b>  <b>March 12, 2008 – Social Studies</b>  <b>April 1, 2008 – Math</b>  <b>April 15, 2008 – Career &amp; Technical Education (CTE)</b></p> <p>Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am – 3:00 pm</p>	
<b>Audience</b>	<p>High school teachers and administrators; teams are encouraged to attend.</p>	
<b>Description</b>	<p>How can your students better understand your course materials so that student learning is improved? What tools/strategies can teachers use to improve comprehension in their classrooms?</p> <p>Reading is making meaning (comprehending) of text. If the reader cannot comprehend the text, then they are not truly reading. High school students do not always employ strategies that help them to become more strategic readers in the content areas where they are asked to read and comprehend very complex text materials. So, if your students cannot comprehend and make meaning from your materials, then they may not be truly learning in your content areas. Each content area has some unique strategies that can assist students in making meaning. These half-day comprehension camps will allow content area teachers to learn and reflect on the process of reading-to-learn and strategies that can be used to help improve student learning. At this session, participants will:</p> <ul style="list-style-type: none"> <li>▪ Become aware of the reading-to-learn process</li> <li>▪ Understand how comprehension is key to student learning in content areas</li> <li>▪ Examine the strategies in the model for comprehension in content areas and how the strategies can be applied in the classroom</li> <li>▪ Recognize how student Lexile levels can be used to help students access text materials in content area</li> <li>▪ Plan a content area unit to include comprehension strategies and accessible text materials</li> </ul>	
<b>Standards</b>	<p>WTS: 1, 4, 7, 9, and 10</p>	
<b>Registration</b>	<p>Literacy Center Members <b>GOLD LEVEL:</b>                  \$40/person/session                  Literacy Center Members <b>BASIC LEVEL:</b>                  \$90/person/session                  Non-Literacy Center Members:                  \$185/person/session                  (Includes handouts, refreshments and lunch.)</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5618</b> or <b>email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></b></p>



# Secondary Literacy Network

With Claire Wick

<b>Schedule</b>	<p><b>October 30, 2007; December 19, 2007; February 28, 2008; April 9, 2008</b>                  Location: CESA 7, Green Bay                  Check in 12:15 pm, Network Meeting 12:30 pm – 3:00 pm</p>	
<b>Audience</b>	<p>Grades 6-12 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Claire Wick</b> is a School Improvement Specialist at CESA 7 in Green Bay. When Claire joined CESA 7 three years ago, she established a Secondary Literacy Network for educators and administrators to study and learn about literacy issues at that level and how to improve secondary student achievement using literacy skills as the centerpiece. Before joining CESA 7, Claire was a high school administrator and teacher. She was instrumental in establishing a Literacy Leadership team approach at her previous high school and is passionate about the value of improving literacy skills for secondary students.</p>	
<b>Description</b>	<p>The Secondary Literacy Network meets four times each year. Each meeting is planned to include reading strategies and a book study. The network acts as a professional learning community that works to support professional learning and encourages the use of literacy strategies in all content areas.</p> <p>Network Participant Outcomes:</p> <ul style="list-style-type: none"> <li>• Develop an increased knowledge base about reading in the content areas</li> <li>• Develop leadership skills to enhance promotion of literacy in the secondary school setting</li> <li>• Understand how reading/writing strategies improve student learning in content areas</li> <li>• Discuss ways to implement strategies in content area classrooms</li> <li>• Analyze work of specialists dealing with secondary literacy</li> <li>• Examine research based best practices in secondary literacy and connect to classrooms and content areas</li> </ul>	
<b>Standards</b>	<p>WTS: 1, 4, 6, 9, and 10</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$20/person/session</p> <p>Literacy Center Members BASIC LEVEL: \$35/person/session</p> <p>Non-Literacy Center Members: \$65/person/session (Includes handouts.)</p>	<p><b>Recommended Reading:</b> To be determined. Registrants will be notified prior to the workshop.</p>
<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>		

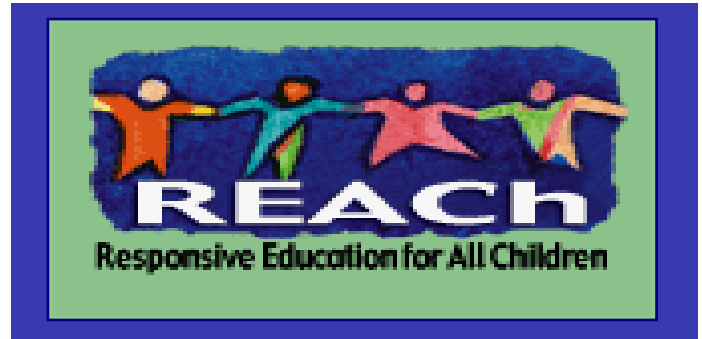
# Secondary LITERACY LEADER Network

With Claire Wick



<b>Schedule</b>	<p><b>October 17, 2007; November 8, 2007; February 7, 2008; April 16, 2008</b>                  Location: CESA 7, Green Bay                  Check in 7:45 am, Network Meeting 8:00 am – 10:00 am</p>	
<b>Audience</b>	<p>Secondary level literacy leaders, coaches and coordinators; teams of leaders are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Claire Wick</b> is a School Improvement Specialist at CESA 7 in Green Bay. When Claire joined CESA 7 three years ago, she established a Secondary Literacy Network for educators and administrators to study and learn about literacy issues at that level and how to improve secondary student achievement using literacy skills as the centerpiece. Before joining CESA 7, Claire was a high school administrator and teacher. She was instrumental in establishing a Literacy Leadership team approach at her previous high school and is passionate about the value of improving literacy skills for secondary students.</p>	
<b>Description</b>	<p>A secondary level (middle school and high school) leader position is multilayered. It begins by leading a site literacy leadership team, collaborating with administrators and teachers, analyzing data to determine student learning needs, planning initiatives and professional development, and coaching teachers in classrooms. Because this is a relatively new role for educators in the secondary level, literacy leadership needs support and nurturing to flourish. The Secondary Literacy Leaders Network provides opportunities for leaders to become a professional learning community centered on adolescent literacy issues in the middle school and high school. The network meetings include book studies, collaborative discourse, and sharing of best practices currently being used at sites.</p>	
<b>Standards</b>	<p>WTS: 1, 2, 3, 4, 5, 7, 8, 9, and 10</p>	
<b>Registration</b>	<p>Literacy Center Members GOLD LEVEL: \$10/person/session                  Literacy Center Members BASIC LEVEL: \$25/person/session                  Non-Literacy Center Members: \$35/person/session  <i>(Includes handouts and refreshments.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>





**2007-08**

# **REACH Series**

# CESA 7 REACH Collaborative Center



<b>REACH Center Leadership Team</b>	<b>Vision</b>
<p>The Center Leadership Team will serve as a vehicle for identifying ways to best coordinate and disseminate existing resources in the region to address mutual priority needs related to improving student outcomes.</p> <p>Dr. Robert Kellogg, CESA 8 Agency Administrator</p> <p>Carol Conway-Gerhardt, CESA 7 Agency Administrator</p> <p>Joan Wade, CESA 6 Agency Administrator</p> <p>Peggy Swick, CESA 6 School Improvement Specialist</p> <p>Glen Bowers, CESA 8 School Improvement Specialist</p> <p>Barb Behlen, CESA 6 Regional Service Network Director</p> <p>Charles Hastert CESA 8 Regional Service Network Director</p> <p>Michelle Polzin, CESA 7 REACH Center Coordinator</p> <p>Judy Sargent, CESA 7 Director School Improvement Services</p> <p>Claire Wick, CESA 7 School Improvement Specialist</p>	<p>The Responsive Education for All Children (REACH) initiative is a collaborative effort between the Wisconsin Department of Public Instruction Special Education Team and the Office of Educational Accountability (OEA).</p> <p>Designed to help schools:</p> <ul style="list-style-type: none"> <li>• Establish and sustain the systemic improvement</li> <li>• Reduce barriers to learning</li> <li>• Enable all students to experience success</li> <li>• Use "Framework of Early Intervention" and "Response to Intervention" (Rtl)</li> </ul> <p>REACH supports the efforts of the department to address:</p> <ul style="list-style-type: none"> <li>• The New Wisconsin Promise</li> <li>• Wisconsin State Performance Plan for Special Education Indicators # 1, 2, 3, 4, 5, 8, &amp; 9</li> <li>• Special Education Continuous Improvement and Focused Monitoring System (CIFMS) Priorities</li> <li>• No Child Left Behind Act (NCLB)</li> </ul>
	<p><b>Regional Collaborative Centers</b></p>
	<p>Four regional collaborative centers involving all CESAs will increase statewide capacity through workshops and technical assistance to assist REACH grant and non-grant recipient schools in assessing and improving systems so academic success is assured for all students.</p> <p>Expected REACH project outcomes:</p> <ul style="list-style-type: none"> <li>• Improved student achievement and reduced achievement gaps</li> <li>• Reduced behavior concerns/disciplinary actions</li> <li>• Reduced special education referral rates resulting in appropriate eligibility decisions</li> <li>• Reduced disproportionate special education identification of students of color</li> <li>• Increased graduation rates of students with disabilities</li> <li>• Increased capacity of all educators to address the needs of students at risk for failure</li> <li>• Increased number of families meaningfully participating in the problem-solving process</li> </ul>
	<p><b>For Further Information</b></p>
	<p><b>Registration</b>                  REACH Center Program Assistant: Chris Larson, 920-617-5628                  clarson@cesa7.k12.wi.us  <b>REACH Center Coordinator</b>                  Michelle Polzin, 920-617-5645 mpolzin@cesa7.k12.wi.us</p>
	<p><b>Funding Support</b></p>
	<p>The REACH initiative is primarily funded with IDEA discretionary and enhanced with other grant funds.</p>
	<p><b>REACH Center Leadership Team Meeting Dates: To Be Determined</b></p>

# 2007-08 CESA 7 REACH Workshop Summary



<b>Date</b>	<b>Presenter</b>	<b>Event</b>	<b>Location</b>
September 20, 2007 <b>OR</b> October 2, 2007 8:30 am - 3:30 pm	Michelle Polzin	“Beginning School Implementation”	CESA 7, Green Bay
September 25, 2007 8:30 am - 3:30 pm	Suzanne Doemel Dennis Dobberstein	“Intermediate Framework Appraisal Level I”	CESA 7, Green Bay
November 8 & 9, 2007 8:30 am - 3:30 pm	Judy Conlin Michelle Polzin	“Progress Monitoring”	CESA 7, Green Bay
December 6, 2007 8:30 am – 11:30 am <b>OR</b> 12:30 pm – 3:30 pm	Michelle Polzin	“Resource Mapping”	CESA 7, Green Bay
January 22, 2008 8:30 am – 3:30 pm	Mary Mellinger	“School/Family Partnership Workshop”	CESA 7, Green Bay
February 29, 2008 8:30 am – 3:30 pm	Jane Grinde	“Fundamentals of Family Involvement”	CESA 7, Green Bay



# Beginning School Implementation Training

With Michelle Polzin

<b>Schedule</b>	<p><b>September 20, 2007 <u>OR</u> October 2, 2007</b>                  Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<p>PK-12 teams beginning to implement multi-tier model of educational options, including those in the beginning stages of implementing the REACH Framework. Participants should come as a school team including, at minimum a building principal, special education teacher, general education teacher and a parent. A pupil services staff member is highly recommended. Participation is most helpful when a leadership staff participates for the duration of the workshop. First time REACH grant recipients should attend this workshop or make arrangements with their mentor to receive on-site beginning implementation training.</p>	
<b>Presenter</b>	<p><b>Michelle Polzin</b> is the REACH Regional Collaborative Center Coordinator at CESA 7. Michelle has also served as a REACH Mentor for two school districts for one year. She is a licensed school psychologist with 15 years of experience and has expertise in the areas of using data, problem-solving, progress monitoring and research-based interventions.</p>	
<b>Description</b>	<p>The purpose of this workshop is to introduce school leadership teams to the REACH Framework. Content focus is on common elements that characterize highly effective schools. Participants are involved in activities that address Professional Learning Communities and Professional Development. Workshop activities guide participating teams in matching local priorities to REACH Framework components and in action planning. REACH grant participants work with their approved REACH Action Plan to further develop strategies, tasks, timelines, and staff needed to assist them in realizing expected outcomes.</p> <p>This workshop is open to all Wisconsin school communities, including districts that do not have REACH Incentive Grants. Grant awardees should bring copies of their REACH grant application. Others may wish to bring copies of their local school improvement plan. There is no special background needed.</p>	
<b>Standards</b>	<p>WTS: 3, 7, and 10; WAS: 2, 3, and 5; WPPS: 2, 3, and 6</p>	
<b>Registration</b>	<p>No charge – Online registration necessary  <i>(Includes handouts, refreshments and lunch.)</i></p> <p>Limited Seating.</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact:  <b>Chris Larson, 920-617-5628</b> or  <b>email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></b></p>



# Intermediate Framework Appraisal Level I

With Suzanne Doemel & Dennis Dobberstein

<b>Schedule</b>	<p><b>September 25, 2007</b>                  Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<p>PK-12 school leadership teams interested in using the REACH Framework Appraisal process and who are in their second year of their REACH grant or those who have previously taken part in the Framework Appraisal process and wish to re-examine their efforts in a facilitated setting.</p>	
<b>Presenters</b>	<p><b>Suzanne Doemel</b> has been a REACH mentor for 3 years. Prior to that, she worked for 31 years as a classroom and reading teacher for the Oshkosh Area School District. She currently teaches several courses at UW-Oshkosh in the Reading, Educational Leadership and Educational Foundations Departments. Suzanne also served as UW-Oshkosh site coordinator for the Northeast Wisconsin American Indian Teacher Training Project, and presently serves as site coordinator for a UW-Oshkosh/UW-Sheboygan partnership to take Associate degreed students on to State Licensure EC-6.</p> <p><b>Dennis Dobberstein</b> has been a REACH mentor for one year. Prior to that he worked for Elkhart Lake-Glenbeulah School District for 16 years as secondary counselor and assistant to the Principal. He also served as Appleton-Campus Admissions Manager for MSOE and 2 years as ad hoc Faculty for the Counseling Department of UW-Oshkosh.</p>	
<b>Description</b>	<p>Framework Appraisal provides a structured data based decision-making structure for schools to review implementation of the ten REACH Framework components and to guide subsequent improvement efforts. This workshop assists school communities in gathering evidence of their change efforts, promoting collaboration and communication, and developing strategies for addressing student and system needs. The training will help schools establish and sustain the capacity to make systemic improvement and informed decisions needed to reduce barriers to learning and enable all students to experience academic success. <i>Data Based Decision Making: A Guide to Framework Appraisal</i> will be provided to all participants.</p> <p><b>Prerequisites:</b> Some experience implementing the REACH Framework or related multi-tier educational model. Preparation prior to attendance is required. Participants will receive a preparation packet upon registration.</p>	
<b>Standards</b>	<p>WTS: 3, 6, 9, and 10; WPSS: 2, 3, and 7; WAS: 2, 3, 5, and 7</p>	
<b>Registration</b>	<p>No charge – Online registration necessary  <i>(Includes handouts, refreshments and lunch.)</i></p> <p>Limited Seating.</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>



# Progress Monitoring

With Judy Conlin and Michelle Polzin

<b>Schedule</b>	<p><b>November 8 &amp; 9, 2007 (Two day workshop)</b>                  Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<p>PK-12 teachers, administrators, school counselors, school psychologists and reading specialists. School leadership teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Judy Conlin</b>, is in her second year as a mentor for the Antigo School District and is a REACH trainer. Judy retired as Director of Instruction and Pupil Services for the Tomahawk School District. Prior to that she was Director of Professional Development and Goals 2000 Coordinator for CESA 9. She has a Masters in Education from UW-Whitewater in special education and spent most of her professional career as a special education and grade 3 teacher in the School District of Rhinelander.</p> <p><b>Michelle Polzin</b> is the REACH Regional Collaborative Center Coordinator at CESA 7. Michelle has also served as a REACH Mentor for two school districts for one year. She is a licensed school psychologist with 15 years of experience and has expertise in the areas of using data, problem-solving, progress monitoring and research-based interventions.</p>	
<b>Description</b>	<p>This two day workshop is designed to assist districts and schools in implementing system wide screening and progress monitoring to improve student achievement. The <i>REACH Progress Monitoring Toolkit</i> will be provided to all participants. Participants will gain knowledge and skills in the following:</p> <ul style="list-style-type: none"> <li>▪ Relationship between response to intervention (Rtl) and progress monitoring</li> <li>▪ Necessary components of a progress monitoring system</li> <li>▪ The degree to which progress monitoring system components currently exist within the participant's school</li> <li>▪ Benefits of progress monitoring</li> <li>▪ Design and implementation of progress monitoring procedures</li> <li>▪ Development of a plan of action</li> <li>▪ Accessing resources and tools needed to implement the plan</li> </ul>	
<b>Standards</b>	<p>WTS: 6 and 10; WPSS: 7; WAS: 5</p>	
<b>Registration</b>	<p>No charge – Online registration necessary  <i>(Includes handouts, refreshments and lunch.)</i></p> <p>Limited Seating.</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>



# Resource Mapping

With Michelle Polzin

<b>Schedule</b>	<p><b>December 6, 2007</b></p> <p>Location: CESA 7, Green Bay</p> <p>Check in 8:00 am, Workshop 8:30 am – 11:30 am</p> <p><b>OR</b></p> <p>Check in 12:00 pm, Workshop 12:30 pm – 3:30 pm</p>	
<b>Audience</b>	<p>PK-12 educators interested in learning more about resource mapping. It is recommended that the school’s leadership team attend from REACH grant recipient schools. The team should have school personnel who have knowledge of the school/district structure and available programs and resources.</p>	
<b>Presenter</b>	<p><b>Michelle Polzin</b> is the REACH Regional Collaborative Center Coordinator at CESA 7. Michelle has also served as a REACH Mentor for two school districts for one year. She is a licensed school psychologist with 15 years of experience and has expertise in the areas of using data, problem-solving, progress monitoring and research-based interventions.</p>	
<b>Description</b>	<p>Resource Mapping assists teams in identifying and aligning resources and promoting collaborative planning and instruction to enhancing educational options. The purpose of this workshop is to assist participants to learn the process and benefits of resource mapping. Participants will leave with tools and strategies needed for working with stakeholders to conduct effective resource mapping. <i>Resource Mapping: A Toolkit for Education Communities</i> will be provided for all participants.</p>	
<b>Standards</b>	<p>WTS: 10; WPSS: 2 and 7; WAS: 2, 3, and 7</p>	
<b>Registration</b>	<p>No charge – Online registration necessary (Includes handouts and refreshments.)</p> <p>Limited Seating.</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>



# School/Family Partnership Workshop

With Mary Mellinger

<b>Schedule</b>	<p><b>January 22, 2008</b>                  Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<p>PK-12 educators and school parents. School leadership teams are encouraged.</p>	
<b>Presenter</b>	<p><b>Mary Mellinger</b> is a retired educator from Menominee, Michigan. She enjoyed the last eleven years of her career teaching math to 8<sup>th</sup> graders at Marinette Middle School. She has experience in grades 2 through 8, and also served as a K-3 Building Principal. Mary is in her fourth year as a REACH mentor.</p>	
<b>Description</b>	<p>The workshop will cover the following four concepts:  <u><b>Keys to Successful School/Family Partnerships: Facing our Fears—Communication and Collaboration</b></u>                  Families and schools want children to succeed. When families are involved, children do better. Positive communication and collaboration between families and school is the key. This workshop will explore how to establish the groundwork for positive communication, the obstacles that may inhibit communication and positive strategies and practices to promote family/school partnerships.</p> <p><u><b>Families and Teachers in Problem Solving</b></u>                  School/Family partnerships provide best outcomes for children. Opportunities for collaborative problem solving occur regularly at school. Participants will explore the environment that promotes positive problem solving, review the philosophy and specific practices of collaboration and will have opportunities to practice the strategies.</p> <p><u><b>How Family Friendly Are We?</b></u>                  Families and schools share a common goal; they strive for children to be successful. The research is clear that when families are involved, students do better academically and behaviorally. Workshop participants will share ideas that have been successful in involving families and will also explore the challenges to family involvement. Workshop content will provide background and strategies to overcome the challenges and plan for flexible and meaningful family involvement.</p> <p><u><b>Parent Representatives on School Leadership Teams</b></u>                  The REACH Framework expects parents and school staff to work together on school leadership teams to realize the success of all children. Participants will learn the role of the parent on the school Leadership Team, how this can support families with their children’s learning and how this can help to encourage family representation and participation.</p>	
<b>Standards</b>	<p>WTS: 6 and 10; WPSS: 7; WAS: 5</p>	
<b>Registration</b>	<p>No charge – Online registration necessary  <i>(Includes handouts, refreshments and lunch.)</i></p> <p>Limited Seating.</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a></p>



# Fundamentals of Family Involvement

## Jane Grinde

<b>Schedule</b>	<b>February 29, 2008</b> Location: CESA 7, Green Bay Check in 8:00 am, Workshop 8:30 am – 3:30 pm	
<b>Audience</b>	PK-12 educators and school parents. School leadership teams are encouraged.	
<b>Presenter</b>	Jane Grinde is the Director for Community Learning and Partnerships with the Wisconsin Department of Public Instruction.	
<b>Description</b>	Family involvement is key to planning, organizing, implementing, and evaluating high quality educational programs. This introductory workshop will help participants increase their awareness of how effective partnership practices can improve student achievement and behavior. Joyce Epstein’s Six Components of Successful Family, School, and Community serve as the foundation of the workshop. Participants complete a “quality indicators” checklist for their school and brainstorm specific ideas and projects to promote the six components.	
<b>Standards</b>	WTS: 6 and 10; WPSS: 7; WAS: 5	
<b>Registration</b>	No charge – Online registration necessary Limited Seating. <i>(Includes handouts, refreshments and lunch)</i>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Chris Larson, 920-617-5628</b> or email: <a href="mailto:clarson@cesa7.k12.wi.us">clarson@cesa7.k12.wi.us</a>



ELL Center



**2007-08**

**ELL**

**Series**

**English Language Learners**



## 2007-08 ELL Series

ELL Advisory Council	Mission
<p><i>All CESA 7 Area ELL Coordinators are Welcome on the Council</i></p>	<p>It is the mission of the CESA 7 ELL Center to provide high quality services to area school ELL teachers, coordinators, classroom teachers and administrators to advance excellence in teaching and learning for English Language Learners. All services are designed to support educators in implementing best practices as they work to improve the learning of English Language Learners. Services and events are designed to meet ESEA Title III and Title II goals, as well as NSDC standards for high quality professional development.</p>
<p>Linda Benaszkeski Algoma School District</p> <p>Pam Schuster Chilton School District</p> <p>Zach Herschberg Kiel School District</p>	<p style="text-align: center;"><b>ELL Center Membership</b></p> <p>Membership to the 2007-08 ELL Center provides:</p> <ul style="list-style-type: none"> <li>• Attendance at all ELL Series one-day workshops for up to two participants (fee for additional participants). Book fees not included.</li> <li>• Two days of on-site consultation by the CESA 7 ELL Coordinator or the ELL Consultant(s).</li> <li>• Attendance at ELL Network meetings at no additional fees.</li> <li>• Free loan of all ELL Center materials.</li> <li>• Language proficiency assessments at reduced fees.</li> </ul> <p>Fee for ELL Center membership is \$1250 per district.</p>
<p>Jodi Kinnard Luxemburg-Casco School District</p> <p>Rick Amundson New Holstein School District</p> <p>Deb Dolata Pulaski School District</p> <p>Dawn Lelou-Matte Sheboygan Falls School District</p> <p>Shar Staadt-Scherschel Southern Door School District</p>	<p style="text-align: center;"><b>ELL Consortium Membership</b></p> <p>Membership in the CESA 7 Title III Consortium provides:</p> <ul style="list-style-type: none"> <li>• Title III Grant coordination.</li> <li>• Development and submission of the Title III Consortium Grant plan and evaluation report.</li> <li>• Goal development, activities planning and evaluation guidance.</li> <li>• On-site consultation in Title III program development, assessment and accountability.</li> <li>• 1.0 day of consultation at no additional fee.</li> <li>• Financial management of district reimbursements, including allowable funds for ACCESS tests and use of Title III funds.</li> <li>• Access to the ELL Series of Professional Development and resource materials at reduced fees.</li> <li>• Attendance at ELL Network meetings at no additional fee.</li> </ul>
<p>Mariah Adnane CESA 7 ELL Coordinator</p>	<p style="text-align: center;"><b>For Further Information</b></p> <p style="text-align: center;">CESA 7 ELL Coordinator: Mariah Adnane, 920-617-5641 madnane@cesa7.k12.wi.us</p> <p style="text-align: center;">ELL Program Assistant: Margie Thomas, 920-617-5615 mthomas@cesa7.k12.wi.us</p>
	<p style="text-align: center;"><b>ELL Advisory Council Meeting Dates (at CESA 7):</b></p> <p style="text-align: center;">Sept. 18 ,Oct. 22, Dec. 18, 2007 and Feb. 19, April 8, May 13, 2008 12:00 pm – 12:50 pm</p>

# 2007-08 CESA 7 ELL Series Summary

ELL Center



Date	Presenter	Workshop	Location
September 18, 2007 October 22, 2007 April 8, 2008 May 13, 2008 1:00 pm – 3:00 pm	Mariah Adnane	ELL Network Meetings	CESA 7, Green Bay
December 18, 2007 February 19, 2008 1:00 pm – 3:00 pm	Mariah Adnane	ELL Network Meetings	CESA 7, Green Bay & ITV Sites: Sturgeon Bay, New Holstein & Random Lake
August 7 & 8, 2007 8:30 am – 3:30 pm	Pam Schuster Mariah Adnane	“Sheltered Instruction for All Teachers”	Kewaunee School District
September 17, 2007 9:00 am – 3:00 pm	Mariah Adnane	“How Do I Teach My New ELLs? A Workshop Designed for ESL and Mainstream Teachers with English Language Learners in their Classes”	CESA 7, Green Bay
October 3, 10, 17, 31, November 7, 14, 28, 2007 4:00 pm – 6:00 pm	Amelia Canilho Jean Tice	“Spanish I for the Classroom”	CESA 7, Green Bay & ITV Sites: Sevastopol and two others to be determined.
October 4, 2007 8:30 am – 3:30 pm	Jo Gusman	“Differentiated Instruction and the English Language Learner: Practical Ideas to Use Tomorrow”	CESA 7, Green Bay
October 9 & 16, 2007 8:30 am – 3:30 pm	Pam Schuster Mariah Adnane	“Sheltered Instruction for All Teachers”	CESA 7, Green Bay
November 27, 2007 9:00 am – 3:00 pm	Mariah Adnane	“ACCESS for ELLs Test Training”	CESA 7, Green Bay
December 12, 2007 8:30 am – 3:30 pm	Cathy Isa Mariah Adnane	“Understanding Cultural Diversity in the Classroom”	Holiday Inn, Manitowoc
January 8, 2008 8:30 am – 3:30 pm	Mariana Castro	“Teaching Content to ELL Students”	CESA 7, Green Bay
January 9, 16, 23, 30 February 6, 13, 20, 2008 4:00 pm – 6:00 pm	Amelia Canilho Jean Tice	“Spanish II for the Classroom”	CESA 7, Green Bay & ITV Sites: Sevastopol and two others to be determined.
March 6, 2008 8:30 am – 3:30 pm	Catherine Collier	“Separating Difference from Disability”	Holiday Inn, Manitowoc
March 12, 19 Apr. 2, 9, 16, 23, 30, 2008 4:00 pm – 6:00 pm	Amelia Canilho Jean Tice	“Spanish III for the Classroom”	CESA 7, Green Bay & ITV Sites: Sevastopol and two others to be determined.

# ELL Network Meetings & Advisory Council

With Mariah Adnane



<p><b>Schedule</b></p>	<p><b>September 18, 2007</b>  <b>October 22, 2007</b>  <b>December 18, 2007</b>  <b>February 19, 2008</b>  <b>April 8, 2008</b>  <b>May 13, 2008</b></p> <p>Location: CESA 7</p>	<p><b>12:00 pm - 12:50 pm: ELL Advisory Council Lunch</b>  <b>1:00 pm - 3:00 pm: ELL Network Meeting</b></p> <p>All participants are welcome for these face-to-face network meetings. Three other sites noted below are offered via ITV for two meetings to accommodate those who do not wish to travel to the CESA 7 office.</p> <p><b>ITV: Sturgeon Bay, New Holstein, Random Lake</b>  <b>December 18, 2007</b>  <b>February 19, 2008</b></p>
<p><b>Audience</b></p>	<p>ELL Coordinators, teachers and administrators.</p>	
<p><b>Facilitators</b></p>	<p><b>Mariah Adnane</b>, CESA 7, and area ELL Coordinators</p>	
<p><b>Description</b></p>	<p>ELL Network Meetings are designed to provide a forum for sharing and discussion for ELL educators throughout the CESA 7 region. At these monthly meetings, network participants will:</p> <ul style="list-style-type: none"> <li>• receive timely ELL information from DPI</li> <li>• learn and share about best ELL practices</li> <li>• share and discuss current issues in the school and classroom</li> </ul> <p>The ELL Advisory Council meets prior to each Network meeting. The ELL Advisory Council offers suggestions to the ELL Center about future services and professional development events. Although any interested educators are welcome to join the council, we hope to see at least one member per county from: Brown, Calumet, Door, Kewaunee, Manitowoc, and Sheboygan. Educators interested in serving on the council should email Margie Thomas at <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>	
<p><b>Standards</b></p>	<p>WTS: 3 and 10</p>	
<p><b>Registration</b></p>	<p>CESA 7 ELL Consortium Members: No cost                  CESA 7 ELL Center Members: No cost                  Non-CESA 7 ELL Consortium Members: \$5/meeting  <i>(Includes handouts and refreshments. <u>Lunch is included for Advisory Council Members only.</u>)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>



# How Do I Teach My New ELLs?

## A Workshop Designed for ESL and Mainstream Teachers with English Language Learners in their Classes

With Mariah Adnane

<b>Schedule</b>	<b>September 17, 2007</b> Location: CESA 7, Green Bay Check in 8:30 am, Workshop 9:00 am - 3:00 pm	
<b>Audience</b>	Grades PK-12 teachers.	
<b>Presenter</b>	<b>Mariah Adnane</b> has had 27 years of experience as an ESL instructor and teacher-trainer. In addition, she has worked as a curriculum developer and writer, program coordinator, and workshop presenter. She currently serves as ELL Coordinator for CESA 7 and teaches at area technical colleges.	
<b>Description</b>	In this workshop, participants will learn important strategies to teach English Language Learners in the classroom – whether elementary, middle or high school grades. During this active workshop, you will learn strategies that respect the learner, engage the learner’s attention, and produce improved achievement, as well as the following: <ul style="list-style-type: none"> <li>• Tips for what to do on the very first day with your new ELL</li> <li>• Effective strategies for developing literacy</li> <li>• Practical techniques for teaching content area material</li> <li>• Cooperative learning strategies</li> </ul>	
<b>Standards</b>	WTS: 2, 4, 5, and 6	
<b>Registration</b>	<p>CESA 7 ELL Center Members: No Fee (for up to two participants per district; additional participants pay the per person rate)</p> <p>CESA 7 ELL Consortium Members: \$40/person</p> <p>Non-CESA 7 ELL Consortium Members: \$80/person</p> <p><i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or <b>email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></b></p>



# Spanish I for the Classroom

With Amelia Canilho and Jean Tice

<b>Schedule</b>	<b>October 3, 10, 17, 31 and November 7, 14 and 28, 2007</b> Location: CESA 7, Green Bay and ITV Sites: Sevastopol and two others to be determined based on registration. 4:00 pm - 6:00 pm	
<b>Audience</b>	Grades PK-12 teachers and administrators; teams are encouraged to attend.	
<b>Presenters</b>	<p><b>Amelia Canilho</b> serves as Coordinator for Academic ELL in the Sevastopol School District. Amelia brings 23 years of experience as adjunct faculty, Spanish teacher, ESL teacher, and various other roles in English as a Second Language to this course.</p> <p><b>Jean Tice</b> has been teaching high school Spanish for 30 years. She also is adjunct faculty for Spanish in the Workplace classes for NWTC. Jean has coordinated many travel groups in various Hispanic countries for several years.</p>	
<b>Description</b>	Level I Spanish instruction by a team of native speakers will help you communicate with your Spanish speaking students and parents. This course is suitable for classroom teachers, ELL paraprofessionals, mentors, program coordinators, and others who must communicate with our Spanish speaking population. Also covered are Hispanic culture and holidays, and disciplining Hispanic students.	
<b>Standards</b>	WTS: 1, 3, 5, 6, 9, and 10	
<b>Registration</b>	CESA 7 ELL Consortium Members : \$120 Non-CESA 7 ELL Consortium Members: \$175 (Includes handouts.)	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a>
<b>Graduate Credit</b>	Optional one graduate credit is available from Silver Lake College for an additional fee.	Please contact Sister Kay Warning at 1-800-236-4752 Extension 373.
<b>Required Book</b>	Purchase independently: <i>Beginning Spanish for Teachers of Hispanic Students</i> by Pamela Sharpe Publisher: Barrons ISBN 0-8120-8118-8 (Book package: book, tapes, flashcards, etc.)	



# Differentiated Instruction and the English Language Learner: Practical Ideas to Use Tomorrow

With Jo Gusman

<b>Schedule</b>	<b>October 4, 2007</b> Location: CESA 7, Green Bay Check in 8:00 am, Workshop 8:30 am - 3:30 pm	
<b>Audience</b>	Grades 3-8 educators and administrators; teams are encouraged to attend.	
<b>Presenter</b>	<b>Jo Gusman</b> grew up in a family of migrants and knows first hand the complexities surrounding a second language barrier. She began her teaching career as a bilingual instructional assistant and later became a Bilingual Education Teacher. In 1981, her career led her to The Newcomer School where she developed her many Brain-Based ESL Strategies. Jo currently teaches at California State University, Sacramento and at the University of California, Riverside. She is the founder of New Horizons In Education, Inc. and an educational consultant.	
<b>Description</b>	<p>With the significant increase of English Language Learners in K-12 schools nationwide, educators are struggling to find ways to effectively address their special needs. Using brain-based education principles, biliteracy, and differentiated instruction (DI) research as her foundation, Jo Gusman will share powerful frameworks, effective strategies, and personal insights to help educators better serve their culturally and linguistically diverse students.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn the 5 DIFFERENTIATED INSTRUCTION CLASSROOM ELEMENTS that teachers can differentiate, or modify, to increase the likelihood that each ELL will have access to their core curriculum.</li> <li>• Examine and use Jo Gusman's 5 B's ELL FRAMEWORK to differentiate assessment, curriculum development, and instruction.</li> <li>• Learn to use Jo's DIFFERENTIATED INSTRUCTION PLANNING TOOL to develop effective standards-based lessons</li> </ul> <p>Explore BRAIN-BASED strategies, processes, and skill development techniques for differentiating curriculum instruction and assessment.</p>	
<b>Standards</b>	WTS: 3, 4, 7 and 10	
<b>Registration</b>	<p>CESA 7 ELL Center Members: \$20/person book fee (for up to two participants per district; additional participants pay the per person rate) <i>(Includes, handouts, refreshments and lunch.)</i></p> <hr/> <p>CESA 7 ELL Consortium Members \$60/person Non-CESA 7 ELL Consortium Members: \$100/person <i>(Includes, book, handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>



# Sheltered Instruction for all Teachers

With Pam Schuster & Mariah Adnane

<p><b>Schedule</b></p>	<p><b>August 7 and 8, 2007</b>                  Location: Kewaunee School District                  Check in 8:00 am, Workshop 8:30 am - 3:30 pm  <b>OR</b>  <b>October 9 and 16, 2007</b>                  Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<p><b>Audience</b></p>	<p>Teachers, ELL Coordinators and school principals.</p>	
<p><b>Presenters</b></p>	<p><b>Pam Schuster</b> is the Instructional Support Coordinator at Chilton Public Schools where she has worked in various capacities over the past 22 years. She currently serves an English Language Learner population and has an extensive background in differentiation of curriculum including tiered lessons.</p> <p><b>Mariah Adnane</b> has had 27 years of experience as an ESL instructor and teacher-trainer. In addition, she has worked as a curriculum developer and writer, program coordinator, and workshop presenter. Currently serving as the ELL Coordinator for CESA 7, she recently completed National SIOP Training from the Center for Applied Linguistics.</p>	
<p><b>Description</b></p>	<p>This two-day workshop will provide teachers with a well articulated, practical approach of sheltered instruction. It is currently used in most of the 50 states and in hundreds of schools across the U.S. and in other countries. The intent of the approach is to facilitate high quality instruction for ELLs in content area teaching. The approach is based on current knowledge and research-based practices for promoting learning with ELLs. Critical features of high quality instruction for ELLs are embedded within sheltered instruction.</p> <p>Participants will develop a basic understanding of sheltered instruction and be able to discuss its possible implementation in their school district. It is also useful for administrators seeking to understand the basics of sheltered instruction and how professional development using this approach can be supported throughout their districts. Workshop objectives include:</p> <ul style="list-style-type: none"> <li>• To understand the research-based framework of the sheltered instruction approach for English Language Learners;</li> <li>• To become familiar with the eight components of effective sheltered instruction lessons;</li> <li>• To practice observing and evaluating sheltered instruction lessons;</li> <li>• To develop the skills and strategies for teaching teachers, coaches, administrators, and teacher educators to use sheltered instruction through professional development.</li> </ul>	
<p><b>Standards</b></p>	<p>WTS: 3, 4, and 7</p>	
<p><b>Registration</b></p>	<p>CESA 7 ELL Consortium Members: \$90/person                  Non-CESA 7 ELL Consortium Members: \$190/person  <i>(Includes book, handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>
<p><b>Graduate Credit</b></p>	<p>Optional one graduate credit is available from Silver Lake College for an additional fee.</p>	<p>Please contact Sister Kay Warning at 1-800-236-4752 Extension 373.</p>



# ACCESS for ELLs Test Training

With Mariah Adnane

<b>Schedule</b>	<p><b>November 27, 2007</b>                  Location: CESA 7, Green Bay                  Check in 8:30 am, Workshop 9:00 am - 3:00 pm</p>	
<b>Audience</b>	<p>ELL Coordinators and Assessors; school principals</p>	
<b>Presenter</b>	<p><b>Mariah Adnane</b> has 27 years of experience as an ESL instructor and teacher-trainer. In addition to the ACCESS for ELLs Test, she is trained in administering a variety of testing instruments for ELLs including the TOEFL, Michigan Placement Test, and the SPEAK Test. She currently serves as ELL Coordinator for CESA 7 and teaches at area technical colleges.</p>	
<b>Description</b>	<p>This one-day workshop is designed to provide training in the required ACCESS test instrument for assessing English Language Proficiency levels annually and the W-APT screener for program placement. The ACCESS for ELLs™ is the instrument used to measure and report growth in a consistent manner. Districts and schools will be held accountable for the English language development gains of their English Language Learners. No Child Left Behind (NCLB) legislation requires districts to assess annually the English Language Proficiency gains of all English Language Learners (ELLs). In the case of ELL students, the attainment of English Language Proficiency to successfully take and pass the state’s mandated academic achievement tests in English is essential. ACCESS for ELLs™ is a tool to measure ELLs readiness to take part in large-scale state assessments in English with and/or without accommodations. The ACCESS for ELLs™ test battery is a collection of assessment instruments administered to all ELL students across all grades and all proficiencies. W-APT is modeled after the ACCESS for ELLs™, covers proficiency levels 1 through 4 and assesses students in the areas of speaking, listening, reading and writing.</p>	
<b>Standards</b>	<p>WTS: 3 and 8</p>	
<b>Registration</b>	<p>CESA 7 ELL Center Members: No fee (for up to two participants per district; additional participants pay the per person rate)                  CESA 7 ELL Consortium Members: \$30/person                  Non-CESA 7 ELL Consortium Members: \$40/person  <i>(Includes handouts, refreshments and lunch.)</i>                  *Laptops with wireless capability are required. CESA 7 has 18 laptops available that may be reserved by emailing or calling Margie Thomas.</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>



# Understanding Cultural Diversity in the Classroom

With *Cathy Isa* and *Mariah Adnane*

<b>Schedule</b>	<b>December 12, 2007</b> Location: Holiday Inn, Manitowoc Check in 8:00 am, Workshop 8:30 am - 3:30 pm	
<b>Audience</b>	K-12 classroom teachers, ELL Tutors and those in Pupil Services, administrators.	
<b>Presenter</b>	<p><b>Cathy Isa</b> has 39 years experience teaching English to speakers of other languages. She has conducted workshops on “Reducing Bias in Assessments” and worked on DPI committees that helped develop the English Language Proficiency standards.</p> <p><b>Mariah Adnane</b> has 27 years of experience as an ESL instructor and teacher-trainer working with international students and teachers from around the world. She currently serves as ELL Coordinator for CESA 7 and teaches at area technical colleges.</p>	
<b>Description</b>	<p>This workshop is for educators who are interested in making significant changes in their schools and communities by demonstrating and integrating their understanding and acceptance of cultural differences into their core organizational values. Cultural awareness is defined as a way of being that enables you to interact effectively in environments with people who differ from you. Within this workshop, you will reflect on your practice and craft as an instructor and culturally examine not only what you do, but also the attitude you bring to your work. We will look at understanding social class, gender, race, ethnic background, and sexual orientation and how they affect our classrooms and teaching practices.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Educators will explore the importance and meaning of cultural awareness in their lives.</li> <li>• Educators will identify and examine the elements and principles of cultural awareness.</li> <li>• Educators will identify barriers to cultural awareness.</li> <li>• Educators will assess their own organizational culture and uniqueness.</li> <li>• Educators will learn ways to manage the dynamics of difference.</li> <li>• Educators will develop ways of adapting to diversity within their lives and in their classrooms and schools.</li> </ul>	
<b>Standards</b>	WTS: 3, 5, 6, and 9	
<b>Registration</b>	<p>CESA 7 ELL Center Members : No Fee (for up to two participants per district; additional participants pay the per person rate)</p> <p>CESA 7 ELL Consortium Members : \$40/person</p> <p>Non-CESA 7 Consortium Members: \$80/person (Includes handouts, refreshments and lunch.)</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>

# Teaching Content to ELL Students

With Mariana Castro



<b>Schedule</b>	<p><b>January 8, 2008</b>                  Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<p>Gr. 6-12 teachers, ELL Tutors, and administrators; teams are encouraged to attend.</p>	
<b>Presenter</b>	<p><b>Mariana Castro</b> coordinates the professional development activities of the WIDA Consortium. In this role, she helps states build capacity through trainings, workshops, the dissemination of information, and the implementation of language standards across their curricula. She also delivers professional development and represents WIDA at state and national conferences. Mariana holds an M.A. in Curriculum and Instruction, and a B.A. in Chemistry and Education. She was an educator for sixteen years and is thus fully aware that she will be a learner for life. Her interests include educational equity, cognitive science, and issues in curriculum and instruction of English language learners.</p>	
<b>Description</b>	<p>This workshop was designed with the secondary ELL student in mind. The discussion will include an overview of the language acquisition process, how to make content comprehensible to students with limited English proficiency, and strategies to help ELLs acquire academic language. Emphasis on the integration of language and content in everyday lessons will be highlighted as well as ways to collaborate and use different resources within your school.</p>	
<b>Standards</b>	<p>WTS: 1, 3, 4, 7, and 10</p>	
<b>Registration</b>	<p>CESA 7 ELL Center Members: No Fee (for up to two participants per district; additional participants pay the per person rate)                  CESA 7 ELL Consortium Members: \$40/person                  Non-CESA 7 Consortium Members: \$80/person  <i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>



# Spanish II for the Classroom

With *Amelia Canilho* and *Jean Tice*

<b>Schedule</b>	<b>January 9, 16, 23, 30 and February 6, 13 and 20, 2008</b> Location: CESA 7, Green Bay and ITV Sites: Sevastopol and two others to be determined based on registration. 4:00 pm - 6:00 pm	
<b>Audience</b>	All educators and administrators; teams are encouraged to attend.	
<b>Presenters</b>	<p><b>Amelia Canilho</b> serves as Coordinator for Academic ELL in the Sevastopol School District. Amelia brings 23 years of experience as adjunct faculty, Spanish teacher, ESL teacher, and various other roles in English as a Second Language to this course.</p> <p><b>Jean Tice</b> has been teaching high school Spanish for 30 years. She also is adjunct faculty for Spanish in the Workplace classes for NWTC. Jean has coordinated many travel groups in various Hispanic countries for several years.</p>	
<b>Description</b>	Spanish II for the Classroom is designed to help teachers who have taken Spanish I refine and continue their study of the Spanish language and culture in order to communicate effectively with Spanish speaking students and parents. In this course educators will review concepts and vocabulary learned in Spanish I and will acquire new knowledge through four different thematic units; 1) Give directions for classroom activities using --ar, -er, -ir verbs; 2) Take care of the students 3) Discipline the students; 4) Learn about Hispanic holidays and celebrations. Educators will continue using the same textbook and materials - cassette tapes and dialogue cards – used for the course Spanish I.	
<b>Standards</b>	WTS: 1, 3, 5, 6, 9, and 10	
<b>Registration</b>	<p>CESA 7 ELL Consortium Members: \$120/person Non-CESA 7 ELL Consortium Members: \$175/person (Includes handouts.)</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>
<b>Graduate Credit</b>	Optional one graduate credit is available from Silver Lake College for an additional fee.	Please contact Sister Kay Warning at 1-800-236-4752 Extension 373
<b>Required Book</b>	<p>Purchase Independently: <i>Beginning Spanish for Teachers of Hispanic Students</i> by Pamela Sharpe Publisher: Barrons ISBN 0-8120-8118-8 (Book package: book, tapes, flashcards, etc.)</p>	

# Separating Difference from Disability

With Catherine Collier



<b>Schedule</b>	<b>March 6, 2008</b> Location: Holiday Inn, Manitowoc Check in 8:00 am, Workshop 8:30 am - 3:30 pm	
<b>Audience</b>	Teachers, ELL Coordinators, school psychologists and school principals; teams are encouraged to attend.	
<b>Presenter</b>	<b>Dr. Collier</b> has over 30 years experience in cross-cultural, bilingual, and special education. She has been a classroom and resource room teacher, a diagnostician, and the director of a teacher-training program specializing in certification of bilingual paraprofessionals at all teaching levels. Dr. Collier has worked for government agencies, universities, and school districts. She now works extensively with school districts, departments of education, and community organizations to ensure a high quality of education for ELL, LEP and CLD students.	
<b>Description</b>	<p>In our increasingly diverse society, we need to become culturally competent and skilled at working cross-culturally. A growing number of students from different cultural and linguistic backgrounds have unique learning needs as they acquire English as a Second Language and adapt to the culture of the American educational system. Among this diverse population of students are at-risk learners and learners with a variety of disabilities. This situation presents even the most experienced teacher with unique challenges as she/he adapts instruction to meet the needs of these learners. This workshop addresses the challenges facing education professionals working with language minority students with learning and behavior problems and provides an introduction to the assessment, intervention, and identification strategies that are most effective in separating difference from disability. We will include information regarding compliance with the reauthorized IDEA and NCLB.</p> <p><b>Objectives:</b></p> <p><i>Participants will become aware of...</i></p> <ul style="list-style-type: none"> <li>• Assessment and intervention processes appropriate for culturally/linguistically diverse students.</li> <li>• Key legal constraints on assessing culturally/linguistically diverse students for special education placement.</li> <li>• Ways to identify students needing sociocultural intervention prior to formal referral for staffing.</li> <li>• Appropriate intervention, referral, and placement decisions regarding culturally/linguistically diverse students with learning and behavior problems.</li> <li>• Ways to distinguish students with learning and behavior problems due to difference from those due to disability.</li> <li>• Distinctions between language difference and language disability in language minority students.</li> <li>• Checklists and other screening forms for separating difference from disability.</li> <li>• A process for developing cross-cultural Intervention Plans and/or IEPs for an at-risk diverse learner.</li> </ul>	
<b>Standards</b>	WTS: 1, 3, 5, 6, 9, and 10	
<b>Registration</b>	<p>CESA 7 ELL Center Members: No Fee (for up to two participants per district; additional participants pay the per person rate)</p> <p>CESA 7 ELL Consortium Members: \$40/person</p> <p>Non-CESA 7 Consortium Members: \$80/person</p> <p><i>(Includes handouts, refreshments and lunch.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>

# Spanish III for the Classroom

With Amelia Canilho and Jean Tice



<b>Schedule</b>	<p><b>March 12, 19, and April 2, 9, 16, 23, 30, 2008</b></p> <p>Location: CESA 7, Green Bay and ITV Sites: Sevastopol and two others to be determined based on registration.</p> <p>4:00 pm - 6:00 pm</p>	
<b>Audience</b>	<p>Grades PK-12 teachers and administrators; teams are encouraged to attend.</p>	
<b>Presenters</b>	<p><b>Amelia Canilho</b> serves as Coordinator for Academic ELL in the Sevastopol School District. Amelia brings 23 years of experience as adjunct faculty, Spanish teacher, ESL teacher, and various other roles in English as a Second Language to this course.</p> <p><b>Jean Tice</b> has been teaching high school Spanish for 30 years. She also is adjunct faculty for Spanish in the Workplace classes for NWTC. Jean has coordinated many travel groups in various Hispanic countries for several years.</p>	
<b>Description</b>	<p>Spanish III will reinforce and expand the vocabulary and grammar introduced in Spanish I and developed in Spanish II. The course will consist of vocabulary practice and acquisition, dialogues and acting of real-life situations in and beyond the classroom. The goal of the class is to develop proficiency and confidence in Spanish and to allow for a more natural communication in a variety of settings.</p>	
<b>Standards</b>	<p>WTS: 1, 3, 5, 6, 9, and 10</p>	
<b>Registration</b>	<p>CESA 7 ELL Consortium Members: \$120/person</p> <p>Non-CESA 7 ELL Consortium Members: \$175/person</p> <p>(Includes handouts.)</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Margie Thomas, 920-617-5615</b> or email: <a href="mailto:mthomas@cesa7.k12.wi.us">mthomas@cesa7.k12.wi.us</a></p>
<b>Graduate Credit</b>	<p>Optional one graduate credit is available from Silver Lake College for an additional fee.</p>	<p>Please contact Sister Kay Warning at 1-800-236-4752 Extension 373</p>
<b>Required Book</b>	<p>Purchase Independently:</p> <p><i>Spanish for Educators</i> by William C. Harvey, MS</p> <p>Publisher: Barrons ISBN 0-7641-0496-9 (book comes with two tapes)</p>	



# 2007-08 LRSC Series & Tools

License Renewal Support Center

# 2007-08 LRSC



<p><b>LRSC Steering Committee Council</b>  <i>All CESA 7 educators are welcome on the Council</i></p> <p>Chris Rogers          Co-Coordinator LRSC          CESA 7</p> <p>Claire Wick          Co-Coordinator LRSC          CESA 7</p> <p>Fr. Robert Kroll          Superintendent of Schools          Diocese of Green Bay</p> <p>Barbara Lundgren          District Administrator          Kewaunee School District</p> <p>Steve Seyfer          District Administrator          Gibraltar School District</p> <p>Julie Mayrose          Director of Graduate Education          Silver Lake College</p> <p>Fritz Erickson          Dean of Professional Programs &amp; Graduate Studies, UW - Green Bay</p> <p>Linda Gratz          Director          CESA 7 Head Start, Manitowoc</p> <p>Carol Conway-Gerhardt          Agency Administrator          CESA 7, Green Bay</p> <p>Nancy Pfankuch          Early Childhood Special Education          Program Support Teacher          CESA 7</p> <p>David Picard          Educational Director          Kettle Moraine Correctional Institution</p> <p>Linda Helf          Reading Specialist          Manitowoc Public Schools</p>	<p><b>Purpose</b></p>
	<p>License Renewal Support Centers were established by the Wisconsin Department of Public Instruction to provide assistance to educators seeking license renewal. Cooperative Educational Service Agency (CESA) 7 was designated to be one of 16 centers in Wisconsin. The primary purpose of these centers is to provide PI 34 license renewal support services to Wisconsin educators who wish to renew their license using a Professional Development Plan (PDP) process. Through collaboration with regional partners and the DPI, the CESA 7 LRSC is able to provide quality staff development and resources for Initial Educators and Professional Educators.</p>
	<p><b>For Further Information</b></p>
	<p style="text-align: center;"><b>Registration &amp; Content</b></p> <p style="text-align: center;">CESA 7 LRSC Co-Coordinators:</p> <p style="text-align: center;">Chris Rogers, ESEA Coordinator          920-617-5640 <a href="mailto:crogers@cesa7.k12.wi.us">crogers@cesa7.k12.wi.us</a></p> <p style="text-align: center;">Claire Wick, SIS Specialist          920-617-5647 <a href="mailto:cwick@cesa7.k12.wi.us">cwick@cesa7.k12.wi.us</a></p> <p style="text-align: center;">Website: <a href="http://www.cesa7lrsc.org">www.cesa7lrsc.org</a> FAX: 920-492-5965</p>
<p><b>Funding Support</b></p>	
<p style="text-align: center;">CESA 7 LRSC is partially funded by a grant from the Wisconsin Department of Public Instruction.</p>	

# 2007-08 CESA 7 LRSC Series Summary



Date	Presenter	Event	Location
Sept. 19, 2007; Oct. 10, 2007; Nov. 28, 2007; Jan. 24, 2008; Mar. 5, 2008; Apr. 23, 2008	Bill Banks Candi Lehto Claire Wick Judy Sargent Chris Rogers	"Initial Educator Support Seminars"	CESA 7, Green Bay
April 30, 2008	Claire Wick Chris Rogers	"Initial Educator Teacher PDP Writing Workshop"	CESA 7, Green Bay
May 1, 2008	Claire Wick Chris Rogers	"Initial Educator Teacher PDP Writing Workshop"	CESA 7, Green Bay
June 10, 2008	Claire Wick Chris Rogers	"Initial Educator Teacher PDP Writing Workshop"	CESA 7, Green Bay
November 15, 2007	Tom Joynt Claire Wick Chris Rogers	"Administrator Portfolio Workshop"	CESA 7, Green Bay
May 15, 2008	Tom Joynt Claire Wick Chris Rogers	"Administrator Portfolio Workshop"	CESA 7, Green Bay
August 20, 2007	Claire Wick Chris Rogers	"Effective Mentoring Workshop"	CESA 7, Green Bay
August 21, 2007	Claire Wick Chris Rogers	"Effective Mentoring Workshop"	CESA 7, Green Bay
April 10, 2008	Claire Wick Chris Rogers	"Effective Mentoring Workshop"	CESA 7, Green Bay
May 7, 2008	Claire Wick Chris Rogers	"Effective Mentoring Workshop"	CESA 7, Green Bay
June 11, 2008	Claire Wick Chris Rogers	"Effective Mentoring Workshop"	CESA 7, Green Bay



# Initial Educator Support Seminars

With *Bill Banks, Candi Lehto, Judy Sargent, Claire Wick & Chris Rogers*

<b>Schedule</b>	<p><b>September 19, October 10, November 28, 2007</b>  <b>January 24, March 5, April 23, 2008</b> (Six session series)                  Location: CESA 7, Green Bay                  Check in 4:15 pm Workshop 4:30 pm - 7:00 pm</p>	
<b>Presenters</b>	<p><b>Bill Banks:</b> Teacher in Kaukauna Area School District  <b>Candi Lehto:</b> Administrator at Oconto Falls School District,  <b>Judy Sargent:</b> CESA 7 Director of School Improvement Services,  <b>Claire Wick:</b> CESA 7 School Improvement Specialist,  <b>Chris Rogers:</b> Co-Coordinator of the CESA 7 LRSC</p>	
<b>Audience</b>	<p>PK-12 new Initial Educators and their mentors.</p>	
<b>Description</b>	<p>A facilitated series of seminars that provide professional learning and collaboration in the first year of teaching. This six-part series is scheduled after school throughout the school year to provide support for new teachers and their mentors.</p> <p><b>9/19/07: Creating a Classroom Learning Community: Classroom Management &amp; Instructional Strategies. Facilitator – Bill Banks.</b> Bill shares a wealth of classroom management and instructional strategies with participants, as well as fun and easy ways to get students engaged in learning.</p> <p><b>10/10/07: Importance of Effective Home/School Communication. Facilitator - Candi Lehto and Claire Wick.</b> Candi Lehto shares effective conferencing ideas with participants. Participants will have opportunities to role-play conference situations that may arise. Claire Wick will guide you through setting up an online electronic homepage tool to help you develop online communication for your parents and students.</p> <p><b>11/28/07: Instructional Strategies for Differentiated Learning. Facilitator – Bill Banks</b> Bill shares differentiation and instruction strategies to encourage an active learning climate in your classroom. Resources include cooperative learning strategies, efficient group-decision-making processes, graphic organizers, reciprocal learning strategies, paired reading, and more.</p> <p><b>1/24/08: Classroom Assessment for Student Learning. Facilitator – Judy Sargent, Ph.D.</b> Judy will provide an assessment guide to cover why we assess, how we assess, and multiple assessments. Concepts covered are achievement targets and assessment methods to measure those targets; conceptual understanding, assessment design; performance criteria; and rubrics. Judy delineates steps in task design, and includes a continuum of assessment methods.</p> <p><b>3/5/08: The Professional Life of the Teacher. Facilitator – Claire Wick &amp; Chris Rogers</b> New teachers will spend time in The World Café, reflecting on their first year and what it means to be a professional. They develop a philosophy of education and begin entering artifacts and documents into their electronic portfolio.</p> <p><b>4/23/08: What you need to know about PI34 and the PDP Process. Facilitator – Claire Wick &amp; Chris Rogers</b> New teachers will spend time reflecting on their first year of teaching. They will review PI34, and explore tools to help them write their PDP.</p>	
<b>Standards</b>	<p>WTS: I-10</p>	
<b>Registration</b>	<p>Complete series: \$350/person                  (Includes <u>educator-portfolio</u> &amp; <u>home page tool</u>, handouts, refreshments and dinner.)</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: Chris Rogers, 920-617-5640 or email: <a href="mailto:crogers@cesa7.k12.wi.us">crogers@cesa7.k12.wi.us</a></p>

CESA LRSC presents ...

# Initial Educator Teacher PDP Writing Workshops

With Claire Wick



<b>Schedule</b>	<b>April 30, 2008; <u>OR</u> May 1, 2008; <u>OR</u> June 10, 2008</b> Location: CESA 7, Green Bay Check in 8:00 am, Workshop 8:30 am - 3:30 pm	
<b>Audience</b>	PK-12 Initial Educators	
<b>Presenters</b>	<b>Claire Wick</b> , CESA 7 School Improvement Specialist/Co-Coordinator CESA 7 LRSC <b>Chris Rogers</b> , Co-Coordinator of CESA 7 LRSC	
<b>Description</b>	This one-day workshop will assist new teachers to develop their own teacher standards-based Professional Development Plan (PDP). Participants will experience: <ul style="list-style-type: none"><li>• Overview of PI 34 and licensure stages</li><li>• PDP Professional Development Plan process, including Self-Reflection tools</li><li>• PDP format</li></ul>	
<b>Standards</b>	WTS: 9	
<b>Registration</b>	\$125 per participant <i>(Includes materials, refreshments and PPI electronic tool for reflection.)</i>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: Chris Rogers, 920-617-5640 or email: <a href="mailto:@crogers@cesa7.k12.wi">@crogers@cesa7.k12.wi</a> .

# Administrator Portfolio Workshops

With Tom Joynt



<b>Schedule</b>	<p><b>November 15, 2007 <u>OR</u> May 15, 2008</b></p> <p>Location: CESA, Green Bay</p> <p>Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<ul style="list-style-type: none"> <li>• School and district administrators seeking professional growth in understanding administrative standards</li> <li>• School and district administrators who wish to become familiar with the portfolio process for their professional development</li> <li>• School administrators who wish to lead teachers in the portfolio process</li> <li>• Aspiring principals</li> </ul>	
<b>Presenters</b>	<p><b>Tom Joynt</b>, UW-Milwaukee adjunct professor and former Green Bay Schools Superintendent  <b>Claire Wick</b>, CESA 7 School Improvement Specialist/Co-Coordinator CESA 7 LRSC  <b>Chris Rogers</b>, Co-Coordinator of CESA 7 LRSC</p>	
<b>Description</b>	<p>This workshop is designed to provide administrators with an opportunity to self-reflect and plan their professional portfolio based on the Wisconsin and ISLLC Administrator Standards. Participants will examine their own evidence for meeting standards, draft professional development goals (that meet PI 34 guidelines), and design the framework for their professional portfolio and ongoing personal/professional development. Each participant will receive a subscription to the web-based <i>educator-portfolio &amp; homepage</i> for their reflections and collection of artifacts.</p> <p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Introduction to the reflective process and self-assessment</li> <li>• Standard 1—Leadership and the Teacher Standards</li> <li>• Standard 2—Leading Vision, Mission, Values and Goals</li> <li>• Standard 3—Leading Culture and the Instructional Program</li> <li>• Standard 4—Leadership with Resource Management</li> <li>• Standard 5—Community Leadership and Diversity</li> <li>• Standard 6—Leadership and Integrity</li> <li>• Standard 7—Political and Social Leadership</li> <li>• Professional Development Planning</li> <li>• Portfolio Planning and Evaluation</li> </ul>	
<b>Standards</b>	<p>WAS: 1</p>	
<b>Registration</b>	<p>\$125 per participant  <i>(Includes materials, lunch, Administrators Professional Practice Inventory Electronic tool and e-portfolio and home page tool.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact:  Chris Rogers, 920-617-5640 or email: <a href="mailto:crogers@cesa7.k12.wi.us">crogers@cesa7.k12.wi.us</a>.</p>



# Effective Mentoring Workshops

With Claire Wick and Chris Rogers

<b>Schedule</b>	<p><b>August 20, 2007, <u>OR</u> August 21, 2007, <u>OR</u> April 10, 2008, <u>OR</u> May 7, 2008, <u>OR</u> June 11, 2008</b>                  Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 3:30 pm</p>	
<b>Audience</b>	<p>Professional Educator Level teachers who wish to become trained mentors.</p>	
<b>Presenters</b>	<p><b>Claire Wick</b>, CESA 7 School Improvement Specialist/Co-Coordinator CESA 7 LRSC  <b>Chris Rogers</b>, Co-Coordinator CESA 7 LRSC</p>	
<b>Description</b>	<p>This one-day workshop meets PI-34 guidelines for training teacher mentors and provides interactive activities to prepare mentors to work with Initial Educators. Participants receive the comprehensive <i>Effective Mentor Notebook</i> (includes: <i>Mentor Handbook</i>, <i>Mentor Journal</i>, <i>Teacher Self-Assessment</i> and <i>Qualities of Effective Teachers</i> by Stronge.) Topics include:</p> <ul style="list-style-type: none"> <li>▪ The Mentoring Process</li> <li>▪ Preparing for Mentoring</li> <li>▪ Effective Teaching Skills</li> <li>▪ Overview of PI34: Reflecting and Guiding New Teachers for Future Professional Growth</li> <li>▪ Planning the mentoring year</li> </ul>	
<b>Standards</b>	<p>WTS: 9</p>	
<b>Registration</b>	<p>\$125.00/person                  (Includes lunch and Effective Mentor Notebook).                  (Effective Mentor Notebook includes <i>Mentor Handbook</i>, <i>Mentor Journal</i>, <i>Teacher Self-Assessment</i>, <i>Qualities of Effective Teachers</i> by Stronge and <i>PPI</i> electronic reflection tool.)</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: Chris Rogers,                  920-617-5640 or email: <a href="mailto:@crogerscesa7.k12.wi">@crogerscesa7.k12.wi</a>.</p>

# Electronic PDP Process (WI PDP) for Initial Level Educators



<p><b>Purpose</b></p>	<p>Through the LRSC, the licensure applicant can write a PDP and select members of their PDP Review Team from a pool of trained reviewers. An online tool, <i>WI PDP</i> tool, is available to guide the process of PDP writing, approval, and verification.</p> <p>This process may be followed by any licensed initial level educator-teachers, administrators and pupil services educators. The LRSC provides an “electronic” pool of DPI-trained PDP review team members representing:</p> <ul style="list-style-type: none"> <li>• teachers from pre-kindergarten through high school</li> <li>• administrators</li> <li>• pupil services educators (such as school counselors)</li> </ul> <p><u>Some Frequently Asked Questions</u></p> <p><b>Who is an Initial Level Educator?</b></p> <p>Any licensed educator who received their license in Wisconsin after August 31, 2004. This includes teachers, pupil services educators, and administrators.</p> <p><b>Do I need to meet face-to-face with my review team members?</b></p> <p>No, the LRSC PDP process is completed entirely online through a secure web-based PDP tool.</p> <p><b>Where do I keep records of my professional development activities?</b></p> <p>You may use the web-based <i>educator-portfolio &amp; homepage</i> designed specifically for this purpose. See a demo at: <a href="http://www.cesa7lrsc.org">www.cesa7lrsc.org</a> click on “Products”</p>
<p><b>Audience</b></p>	<p>Initial educators, new teachers, and license renewal candidates.</p>
<p><b>Description</b></p>	<p><b>PDP (Professional Development Plan) Process</b></p> <p><u>Steps using the online WI PDP Tool</u></p> <ul style="list-style-type: none"> <li>• Initiate the process by contacting Chris Rogers <a href="mailto:crogers@cesa7.k12.wi.us">crogers@cesa7.k12.wi.us</a> at the LRSC.</li> <li>• Develop your PDP using the WI PDP tool.</li> <li>• Convene a PDP Review team for goal/plan approval step.</li> <li>• Document work on PDP by including artifacts and reflections for meeting PDP goal.</li> <li>• Obtain verification of completion of your plan from your review team members online.</li> </ul> <p><b>Fees for Initial Educators:</b> \$350 entire 5 year renewal process</p> <p>Use of WI PDP tool (online)                  Access to PDP Review team* for goal/plan approval                  Access to PDP Review team* for goal/plan verification</p> <p>*3 DPI trained reviewers selected by the applicant</p>



# educator-portfolio & homepage

<p><b>Purpose</b></p>	<p>New for you – whether teacher, administrator or pupil service staff – a new electronic way to easily record and manage your professional growth and communicate with students, parents and colleagues.</p> <p>The <i>educator-portfolio &amp; homepage</i> is a convenient way to record and store your own artifacts of professional growth. You can do away with folders, binders and scrapbooks by using this educator-portfolio. In addition, you can easily create your own professional homepage.</p>	
<p><b>Description</b></p>	<p><b>First ...the portfolio</b></p> <p>Designed specifically for Wisconsin educators, this easy-to-use tool allows you to organize your records by Wisconsin educator standards. The educator-portfolio also offers teachers, administrators, and pupil service personnel the opportunity to demonstrate reflective thinking strategies, show professional growth and share a personal philosophy of teaching and learning.</p> <p>The educator-portfolio provides these benefits:</p> <ul style="list-style-type: none"> <li>▪ Web-based – accessible from any internet connection</li> <li>▪ Educator standards based (includes both Wisconsin and national educator standards)</li> <li>▪ Self-Reflection based (i.e. “What worked best?; What could have been better?; Why something worked as expected or not?”) Provides organized storage for artifacts</li> <li>▪ User friendly</li> <li>▪ Cost effective (subscription based-can be purchased individually or in district groups)</li> <li>▪ Provides convenient organization of resume, favorite links, photo gallery and license information</li> <li>▪ Has full text editing features on PCs (as found in MS Word)</li> </ul>	<p><b>And second ...the homepage</b></p> <p>The <i>educator-portfolio &amp; homepage</i> also provides an “Educator Homepage” for communication purposes. This page has design capability for the educator to individualize and personalize their homepage for colleagues, parents, students and community.</p> <p>The Homepage:</p> <ul style="list-style-type: none"> <li>▪ Can be individually designed—choose your own theme and “style”</li> <li>▪ Contains a photo gallery to post photos of your class, meeting or event</li> <li>▪ Has full text editing features (as found in MS Word)</li> <li>▪ Provides an area for communicating information, news, greetings, overview, etc.</li> <li>▪ Provides an area for posting assignments, committee tasks, meetings</li> </ul>
<p><b>Subscription Information</b></p>	<p>The <i>educator-portfolio &amp; homepage</i> is available by purchasing a yearly subscription. Subscriptions may be purchased individually or through a district group purchase.</p> <p><b>Individual subscriptions:</b> First year: \$50 each    Subsequent years: \$35 each</p> <p><b>District subscriptions (groups of 20 or more):</b>                  First year: \$25/educator    Subsequent years: \$20/educator</p>	
<p><b>For Further Information:</b></p>	<p><a href="http://www.cesa70\lrsc.org/products.htm">http://www.cesa70\lrsc.org/products.htm</a> \\</p> <p>Or - contact Chris Rogers at <a href="mailto:crogers@cesa7.k12.wi.us">crogers@cesa7.k12.wi.us</a></p>	



Web-Based

# Professional Practices Inventory (PPI)

By School Perceptions™

<p><b>Purpose</b></p>	<p><b>Results for Individual Teachers</b></p> <p>The <i>Professional Practices Inventory</i> (PPI) is an online self-assessment for teachers in ten different areas correlated to the Wisconsin Teaching Standards. The inventory takes about 20 minutes to complete and can be done on any computer with internet access.</p> <p><b>Results for Schools and Districts</b></p> <p>Schools participating in the PPI will receive instant online access to aggregate results from their teachers.</p>
<p><b>Description</b></p>	<p><b>Individual Teachers</b></p> <p>The survey is completely anonymous. At no time will teachers be asked for their name. Teachers get access to the survey using a randomly assigned 16-digit I.D. number. After taking the survey, teachers will have instant access to an individualized report of their results. Teachers can view this report online at any time by re-entering their 16-digit I.D. number. The PPI Individual Teacher Results display your data in an easy-to-use format. The results will help teachers write their Professional Development Plans and comply with PI-34. Highlighted areas quickly identify potential goals for your Professional Development Plan. Teachers will be able to access their individualized online report any time throughout the school year. Feedback will also be made available to colleges or universities the teacher attended so they can improve their teacher-preparation programs.</p> <p><b>Schools and Districts</b></p> <p>Schools participating in the PPI will receive instant online access to aggregate results from their teachers. This data will help staff plan meaningful and relevant staff development opportunities for teachers. Because the teachers were involved in generating the data, the staff development events will meet their specific needs and will be well received by them. The results not only show what areas staff members feel they need to improve in, but also the areas in which they are interested in receiving further training. The results give a broad view of the teaching staff's strengths and weaknesses as well as very specific data correlated to the state teaching standards. All results can be segmented into subgroups such as grade level or years of experience.</p>
<p><b>For Further Information</b></p>	<p>Call School Perceptions: (262) 644-4300</p>

<b>LRSC Resources</b>	
<b>Self-Assessment and Reflection Tools</b>	
PPI – <i>Professional Practices Inventory for Teachers</i> * By School Perceptions, Inc. (To purchase call 262-644-4300)	
PPI – <i>Professional Practices Inventory for Administrators</i> * By School Perceptions, Inc. (To purchase call 262-644-4300)	
<i>Self-Assessment of Wisconsin Teacher Standards: A Tool for Teacher Self-Reflection</i> (By Judy Sargent and Claire Wick)	Less than 20 - \$8.50 20 to 99 - \$8.00 100 plus - \$7.00
<i>Self-Assessment for School Leaders (SASL): A Self-Guided Reflection Tool</i> (By Ann Smejkal, Shirley Senarighi and Judy Sargent)	\$22.50 each 5 or more - \$20.00 each
<i>Self-Assessment for School Leaders (SASL): A Self-Guided Reflection Tool based on the Wisconsin Standards</i> (By Ann Smejkal, Shirley Senarighi and Judy Sargent)	\$12.50 each 5 or more - \$10.00 each
<i>Teacher Self-Assessment of Targets (TSAT) and Targets for Teachers: A Self-Study Guide for Teachers in the Age of Standards</i> (By Judy Werder Sargent and Ann Smejkal)	Book - \$ 23.00 each
	Workbook - \$ 2.50 each
<b>Laminated Posters</b>	
Wisconsin Teacher Standards Poster	\$8.00
Wisconsin Administrator Standards Poster	\$8.00
Wisconsin Pupil Services Standards Poster	\$8.00
<b>Portfolio &amp; Homepage Tools</b>	
Educator-Portfolio & Homepage – Individual (*Purchase at <a href="http://www.educator-portfolio.com">www.educator-portfolio.com</a> with credit card)	\$50.00/Person (First Year)
Educator-Portfolio & Homepage – District or School ( <b>Minimum of 20 staff members</b> )	\$25.00/Person (First Year)
<b>Effective Mentoring – Mentor &amp; New Teacher Materials</b>	
<b>Mentor Notebook</b> (Each binder includes: <i>Mentor Handbook, Mentor Journal, Self-Assessment of WI Teacher Standards &amp; Qualities of Effective Teachers</i> )	\$55.00/binder
<i>Mentor Handbook</i>	\$24.00
<i>Mentor Journal</i>	\$8.00
<b>New Teacher Notebook</b> (Each binder includes: <i>New Teacher Handbook, New Teacher Journal, Self-Assessment of WI Teacher Standards &amp; Qualities of Effective Teachers</i> )	\$45.00/binder
<i>New Teacher Handbook</i>	\$15.00
<i>New Teacher Journal</i>	\$8.00
<i>Qualities of Effective Teachers</i> (Stronge)	\$20.00
* These items NOT AVAILABLE through CESA 7	
<b>For more information regarding LRSC resources, materials and reflection tools, contact Chris Rogers, 920-617-5640 or email: <a href="mailto:crogers@cesa7.k12.wi.us">crogers@cesa7.k12.wi.us</a></b>	

# LRSC Frequently Asked Questions



<p><b>Who is an Initial Educator?</b></p>	<p>"Initial Educator" means an individual who has successfully completed an approved program after August 31, 2004 and who is licensed by the Department of Public Instruction for the first time in a particular level or category.</p>
<p><b>Who is a Professional Educator?</b></p>	<p>"Professional Educator" is an individual who has successfully completed the Initial Educator License stage with three or more years of experience and a verified PDP. Professional educators must renew their license every five years. If the professional educator received a Wisconsin license before August 31, 2004, he or she has the option of renewing the license by completing a PDP or by taking six credits from an approved higher education program. The professional educator licensed after August 31, 2004, must renew by completing a PDP and having the plan verified by a trained PDP Team.</p>
<p><b>Who can use the LRSC services?</b></p>	<p>Any licensed educator from public schools, private schools, early childhood centers or correctional facilities in Wisconsin can use the LRSC services.</p>
<p><b>Who do I contact with my specific license questions?</b></p>	<p>Go to <a href="http://www.dpi.wi.gov/tepdli">www.dpi.wi.gov/tepdli</a> ,OR          Contact the Department of Public Instruction Licensing Expert:          Mark Schwingle at 608-266-1633, email: <a href="mailto:mark.schwingle@dpi.state.wi.us">mark.schwingle@dpi.state.wi.us</a></p>
<p><b>What is the role of the LRSC in license renewal?</b></p>	<p>The LRSC is designed to provide support to educators during the process of their license renewal. The LRSC provides access to an online PDP tool for approval and verification of the PDP, along with other related services and resources. While the LRSC offers support and resources, only DPI can grant license renewal.</p>
<p><b>For Further Information:</b></p>	<p>Go to <a href="http://www.cesa7lrsc.org">www.cesa7lrsc.org</a>          Or contact <b>Chris Rogers, 920-617-5640</b> or email: <a href="mailto:crogers@cesa7.k12.wi.us">crogers@cesa7.k12.wi.us</a></p>



# 2007-08 CAI Network Series

**Curriculum, Assessment & Instruction  
Learning Network**

# 2007-08 CAI Series



CAI Advisory Council	Mission																				
<p><i>All CESA 7 Area Curriculum Leaders are Welcome on the Council</i></p> <p><b>Gary Langenberg</b> Middle School Principal Southern Door School District</p> <p><b>Jolene Hussong</b> Middle School Principal Luxemburg-Casco School District</p> <p><b>Dick Nitsch</b> Director of Pupil Services Two Rivers School District</p> <p><b>Darlene Godfrey</b> Director of CAI Pulaski School District</p> <p><b>Patti Morin</b> Teacher Oneida Nation School District</p> <p><b>Nick Dussault</b> Executive Director of Accountability and Program Improvement Green Bay School District</p> <p><b>Margaret Christensen</b> Supervisor of Staff Development Green Bay School District</p> <p><b>Ann Roy</b> Director of CAI New Holstein School District</p> <p><b>Steve Harder</b> Middle School Principal Oostburg School District</p> <p><b>Candie Lehto</b> Director of CAI Oconto Falls School District</p> <p><b>Judy Sargent</b> Director School Improvement Services, CESA 7</p> <p><b>Claire Wick</b> School Improvement Specialist School Improvement Services, CESA 7</p>	<p>Monthly CAI Network Meetings are designed to shape the vision for learning among school districts in the CESA 7 region. Educational leaders come together to share, discuss and shape directions on timely topics all focused on improving student learning from PK-12 in all subjects for all students. Topics are selected by the CAI Advisory Council and include best practices in curriculum, assessment, instruction, professional development and professional learning communities. An important component of each meeting is a monthly update from the Wisconsin Department of Public Instruction regarding accountability, state testing, ESEA updates, data challenges and curricular issues.</p> <p style="text-align: center;"><b>CAI Membership</b></p> <p style="text-align: center;">Contact: CESA 7 Business Manager 920-617-5637 or <a href="mailto:pdarnick@cesa7.k12.wi.us">pdarnick@cesa7.k12.wi.us</a></p> <p style="text-align: center;"><b>For Further Information</b></p> <p style="text-align: center;"><b>Registration</b> CAI Program Assistant: Nancy Schlies, 920-617-5613 <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p> <p style="text-align: center;"><b>Content</b> CESA 7 SIS Director: Judy Sargent, 920-617-5631 <a href="mailto:jsargent@cesa7.k12.wi.us">jsargent@cesa7.k12.wi.us</a> CESA 7 SIS Specialist: Claire Wick, 920-617-5647 <a href="mailto:cwick@cesa7.k12.wi.us">cwick@cesa7.k12.wi.us</a></p> <p style="text-align: center;"><b>Funding Support</b></p> <p style="text-align: center;">Funded by District Memberships</p> <p style="text-align: center;"><b>CAI Advisory Council Meeting Dates and Times:</b>  <b>11:00 am – 11:45 am CAI Advisory</b>  <b>12:00 pm – 12:45 pm CAI Book Study</b>  <b>1:00 am – 3:30 pm CAI (Curriculum, Assessment and Instruction) Learning Network</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">September 11, 2007</td> <td style="width: 50%;">CESA 7, Green Bay</td> </tr> <tr> <td>October 9, 2007</td> <td>Holiday Inn, Manitowoc</td> </tr> <tr> <td>November 13, 2007</td> <td>CESA 7, Green Bay</td> </tr> <tr> <td>December 11, 2007</td> <td>Holiday Inn, Manitowoc</td> </tr> <tr> <td>January 8, 2008</td> <td>CESA 7, Green Bay</td> </tr> <tr> <td>February 12, 2008</td> <td>Holiday Inn, Manitowoc</td> </tr> <tr> <td>March 11, 2008</td> <td>CESA 7, Green Bay</td> </tr> <tr> <td>April 8, 2008</td> <td>Holiday Inn, Manitowoc</td> </tr> <tr> <td>May 13, 2008</td> <td>CESA 7, Green Bay</td> </tr> <tr> <td>June 10, 2008</td> <td>CESA 7, Green Bay</td> </tr> </table>	September 11, 2007	CESA 7, Green Bay	October 9, 2007	Holiday Inn, Manitowoc	November 13, 2007	CESA 7, Green Bay	December 11, 2007	Holiday Inn, Manitowoc	January 8, 2008	CESA 7, Green Bay	February 12, 2008	Holiday Inn, Manitowoc	March 11, 2008	CESA 7, Green Bay	April 8, 2008	Holiday Inn, Manitowoc	May 13, 2008	CESA 7, Green Bay	June 10, 2008	CESA 7, Green Bay
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# 2007- 08 CESA 7 CAI Series Summary



Date	Presenter	Event	Location
Sept. 11, 2007; Oct. 9, 2007; Nov. 13, 2007; Dec. 11, 2007; Jan. 8, 2008; Feb. 12, 2008; Mar. 11, 2008; Apr. 8, 2008; May 13, 2008; June 10, 2008	Judy Sargent Claire Wick	11:00 am – 11:45 am CAI Advisory 12:00 pm – 12:45 pm CAI Book Study 1:00 pm – 3:30 pm CAI Learning Network	Alternate locations beginning with CESA 7, Green Bay and Holiday Inn, Manitowoc
Sept. 25, 2007; Oct. 24, 2007; Dec. 4, 2007; Jan. 24, 2008; Feb. 20, 2008; Mar. 19, 2008 Apr. 8, 2008 8:30 am – 3:00 pm	Judy Sargent	Common Assessment Elementary	To be determined
Oct. 23, 2007; Nov. 15, 2007; Dec. 18, 2007; Jan. 15, 2008; Feb. 5, 2008; Mar. 4, 2008 Apr. 8, 2008 8:30 am – 3:00 pm	Judy Sargent	Common Assessment Secondary	To be determined
Sept. 11, 2007; Oct. 9, 2007; Feb. 12, 2008 8:30 am – 10:45 am	Judy Sargent	DAC/SAC Network	Alternate locations beginning with CESA 7 Green Bay and Holiday Inn, Manitowoc
Nov. 28, 2007; Dec. 20, 2007; Jan. 11, 2008; Feb. 7, 2008; Mar. 6, 2008; Apr. 23, 2008 May 13, 2008 8:30 am – 11:30 am Secondary 12:30 pm – 3:30 pm Elementary	Judy Sargent	Grading Reform Series	CESA 7, Green Bay
Sept. 26, 2007; Oct. 11, 2007; Oct. 31, 2007; Nov. 20, 2007; Dec. 19, 2007; Jan. 16, 2008; Feb. 19, 2008; Feb. 28, 2008; Mar. 13, 2008; Apr. 10, 2008; Apr. 30, 2008; May 20, 2008 8:00 am – 3:30 pm	Judy Sargent	Door County Collaborative	NWTC Sturgeon Bay
Sept. 20, 2007 Sept. 21, 2007 Oct. 18, 2007 Nov. 6, 2007 Nov. 27, 2007 8:30 am-12:00 pm	Claire Wick	Rigor & Relevance in HS Social Studies Classroom Rigor & Relevance in HS Science Classroom Rigor & Relevance in HS Career & Technical Education Classroom Rigor & Relevance in HS English/Language Arts Classroom Rigor & Relevance in HS Math Classroom	CESA 7, Green Bay
Feb. 21, 2008 8:30 am – 3:00 pm	Jim Wright	Response to Interventions: Best Practices in Math Interventions	Comfort Suites, Green Bay
Oct. 8 <b>OR</b> 15, 2007 9:00 am – 3:00 pm	Michelle Polzin Ron Tomes	Solutions-Focused Problem Solving: A Workshop for Building Consultation Teams (BCTs)	CESA 7, Green Bay



# Curriculum Assessment & Instruction (CAI)

## CAI Advisory Council

With Judy K. Sargent Ph.D. and Claire Wick

<p><b>Schedule</b></p>	<p><b>Sept. 11, Oct. 9, Nov. 13, Dec. 11, 2007, Jan. 8, Feb. 12, Mar. 11, Apr. 8, May 13, 2008</b></p> <p>Location: Alternate locations beginning at CESA 7, Green Bay &amp; Holiday Inn, Manitowoc</p> <ul style="list-style-type: none"> <li>• CAI Advisory Council Meeting: 11:00 am – 11:45 am</li> <li>• Book Study Lunch n’ Learn: 12:00 pm – 12:45 pm</li> <li>• CAI Network Meeting: 1:00 pm – 3:30 pm</li> </ul> <p>Check in: 15 minutes prior to beginning time</p>
<p><b>Audience</b></p>	<p>Curriculum, assessment and professional development representatives and administrators of area school districts.</p>
<p><b>Description</b></p>	<p>The Curriculum, Assessment, and Instruction (CAI) Learning Network is designed to provide a monthly forum to discuss timely issues and research-based strategies focused on learning, assessment, curriculum, instruction, accountability, educational leadership and professional development. Meetings are held monthly rotating between Manitowoc and Green Bay. Meetings are facilitated by Judy K. Sargent, Director of School Improvement Services and Claire Wick, School Improvement Specialist, with occasional guest speakers. Agendas are guided by the CAI Advisory Council comprised of representative members.</p> <p>Professional readings recommended by the CAI Advisory Council will serve as a focus for the Book Study Lunch n’ Learns.</p> <p>Special Focus for the 2007-08 CAI Learning Network Meetings: “Effective Assessment Practices”</p>
<p><b>Standards</b></p>	<p>WTS: 9 &amp; 10; WAS: 3</p>
<p><b>Registration</b></p>	<p>Annual district membership fee. Contact Nancy Schlies at 920-617-5613 for further information.</p> <p><b>Book Study Lunch n’ Learn:</b> Bring your own lunch  <b>Required Text:</b> To be determined. Registrants will be notified before the class and required to purchase independently.</p> <p><b><u>Online registration necessary for the three above noted CAI activities in order to have sufficient materials available for participants.</u></b></p> <p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>

# Common Assessment Development Series

With Judy K. Sargent, Ph.D.



<b>Schedule</b>	<b>Elementary Level (K-5)</b>	<b>Secondary Level (6-12)</b>
	September 25, 2007	October 23, 2007
	October 24, 2007	November 15, 2007
	December 4, 2007	December 18, 2007
	January 24, 2008	January 15, 2008
	February 20, 2008	February 5, 2008
	March 19, 2008	March 4, 2008
	April 8—team representatives share the progress of their work at the CESA 7 CAI meeting in Manitowoc <ul style="list-style-type: none"> <li>▪ Times for all sessions are Check in 8:00 am, Workshop 8:30 am to 3:00 pm</li> <li>▪ Location: Green Bay location to be announced.</li> </ul>	
<b>Audience</b>	Assessment teams by grade level and subject.	
<b>Description</b>	This series is designed for assessment development teams to learn about integrity of assessment design while developing their own common assessments. <p><u>Objectives of the series:</u></p> <ul style="list-style-type: none"> <li>▪ Teams will develop their own common assessments</li> <li>▪ Teams will apply the principles of quality assessment design, including validity to purpose and achievement targets, reliability of scoring, and setting performance criteria.</li> <li>▪ Teams will apply the valid design of assessment tasks – from selected response item types, to constructed response item types to performance tasks – all designed to appropriately measure identified intended achievement targets and thinking skills.</li> <li>▪ Teams will apply concepts of differentiation, including scaffolding and accommodations and modifications to their assessments.</li> <li>▪ Teams will identify “essential objectives” for their specific assessment.</li> <li>▪ Teams will identify thinking skills, appropriate item/task types and weighting of emphasis.</li> <li>▪ Teams will develop assessment blueprints, student assessment materials, and answer keys.</li> <li>▪ Teams may use any software tool they choose to enter or publish assessments. Wireless setting will be provided, but in-depth work on these assessments will need to continue beyond these sessions.</li> </ul>	
<b>Standards</b>	WTS: 8 and 10	
<b>Registration</b>	<ul style="list-style-type: none"> <li>• All registrants must participate in teams for the entire series. It is expected and highly important that the same team members attend all sessions (series only available to SIS member districts).</li> <li>• Please contact Nancy Schlies to indicate the number of teams and the names of team members: 920-617-5613 or email <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>.</li> <li>• Cost is \$185/participant for the series (Includes handouts and refreshments.)</li> </ul>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>



## 2007-08 DAC/SAC Network Meetings

With Judy K. Sargent Ph.D.

<b>Schedule</b>	<b>September 11, 2007; October 9, 2007; February 12, 2008</b> Location: Alternate locations beginning with CESA 7, Green Bay and Holiday Inn, Manitowoc Check in 8:00 am, Workshop 8:30 am - 10:45 am	
<b>Audience</b>	District and School Assessment Coordinators	
<b>Description</b>	These meetings are designed to provide test administration training and information regarding state test and accountability requirements. Specifically, meetings will focus on DAC and SAC responsibilities with the WKCE-CRT and the ACCESS testing and data requirements.	
<b>Standards</b>	WTS: 8 and 10.	
<b>Registration</b>	<b>There is no charge for the meetings but registration is required in order to have adequate handouts and other materials.</b>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the "register chalkboard" icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>

# Grading Reform Series

With Judy K. Sargent Ph. D.



<p><b>Schedule</b></p> <p><b>November 28, 2007</b>  <b>December 20, 2007</b>  <b>January 11, 2008</b>  <b>February 7, 2008</b>  <b>March 6, 2008</b>  <b>April 23, 2008</b>  <b>May 13, 2008</b> – team representatives  <i>share the progress of their work at the CESA 7 CAI meeting</i></p> <p>Location: CESA 7, Green Bay          Secondary Teams: 8:30 am–11:30 am          Elementary Teams: 12:30 pm – 3:30 pm</p>	<p style="text-align: center;"><b>CESA 7 Effective Grading Framework</b></p>	
<p><b>Audience</b></p>	<p>PK-12 Grading Leadership Teams</p>	
<p><b>Description</b></p>	<p><u>Objectives</u> of this series. Teams will:</p> <ul style="list-style-type: none"> <li>▪ Analyze current grading data and practices in their own school</li> <li>▪ Study and learn about best practices in grading for learning and optimizing student success</li> <li>▪ Develop improved methods of grading for their classrooms and school by operationalizing the eight components of the “Effective Grading Framework”.</li> <li>▪ Define their roles as teacher leaders in the process of leading in grading reform.</li> <li>▪ Explore how to differentiate between non-academic and academic grading; between reporting data and grading performance, and how to select student work for grading.</li> <li>▪ Critically examine the grade book in use by the school/district and explore functions that promote effective grading practice.</li> <li>▪ Develop a process of clear, meaningful communication to parents and students that promotes student learning through grading and assessment.</li> <li>▪ Determine consistent grading scale “frameworks” that are meaningful in grading student performance—for use within a school building.</li> <li>▪ Develop a process of ensuring that all grading is criterion-based; and that criterion for student performance are clearly developed, are valid for the achievement targets, are of appropriate rigor, and are clearly communicated to students and parents.</li> <li>▪ Develop an alignment process that clearly links all assignments and assessments that are graded to the district-adopted curriculum; which, in turn, is standards-referenced.</li> <li>▪ Develop a recommended grading philosophy and policy for school board adoption.</li> </ul>	
<p><b>Standards</b></p>	<p>WTS: 8 and 10</p>	
<p><b>Registration</b></p>	<ul style="list-style-type: none"> <li>▪ Cost is \$115 per participant for series</li> <li>▪ It is expected and highly important that the same team members attend all sessions. Reading materials (professional texts) will be recommended.</li> </ul> <p><i>(Includes handouts and refreshments.)</i></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies</b>, 920-617-5613 or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>



# Door County Educational Collaborative

With Judy K. Sargent Ph.D.

<b>Schedule</b>	<p><b>Sept. 26, 2007; Oct. 11, 2007; Oct. 31, 2007; Nov. 20, 2007; Dec. 19, 2007; Jan. 16, 2008; Feb. 19, 2008; Feb. 28, 2008; Mar. 13, 2008; Apr. 10, 2008; Apr. 30, 2008; May 20, 2008</b></p> <p>Location: NWTC, Sturgeon Bay Check in 7:30 am, Workshop 8:00 am - 3:30 pm</p>	
<b>Audience</b>	<p>Curriculum Teams from Door County School Districts – Southern Door, Sevastopol, Sturgeon Bay, Gibraltar and Washington Island.</p>	
<b>Description</b>	<p>To collaboratively develop, document electronically through BYOC, and use standards-based curriculum in all subject areas that articulate ...</p> <ul style="list-style-type: none"> <li>▪ a journey of learning with vertical sequences from grade to grade</li> <li>▪ the rigor of high expectations</li> <li>▪ content relevant to students’ current and future lives</li> <li>▪ integration of literacy, technology and cross-curricular areas</li> <li>▪ learning targets for all students for their 21st century futures</li> </ul> <p>Focus will be on refining curriculum organization, entering activities, publishing curricula for public access, and developing and using the lesson planner.</p>	
<b>Standards</b>	<p>WTS: 7, 9, and 10</p>	
<b>Registration</b>	<p>No fee. <i>(Includes handouts, refreshments and lunch.)</i></p> <p><b><u>Online registration necessary in order to have sufficient materials and food available for participants.</u></b></p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>

# Rigor & Relevance in High School

## Content Areas

With Claire Wick



<p><b>Schedule</b></p>	<p>September 20, 2007                      Social Studies Classrooms                  September 21, 2007                      Science Classrooms                  October 18, 2007                          Career &amp; Technical Education (CTE) Classrooms                  November 6, 2007                          English/Language Arts Classroom                  November 27, 2007                          Math Classrooms</p> <p>Location: CESA 7, Green Bay                  Check in 8:00 am, Workshop 8:30 am - 12:00 pm</p>	
<p><b>Audience</b></p>	<p>High School content area teachers (Social Studies, Science, CTE, English and Math)</p>	
<p><b>Description</b></p>	<p>How are high school classrooms responding to a changing economy and society?                  How can content areas improve student learning and engagement by integrating the concepts of rigor and relevance in classrooms?</p> <p>In the 21<sup>st</sup> century world, today’s students need higher levels of skill and knowledge. Along with ramping up the rigor, students also need to be able to apply that knowledge and see the relevance of it. The Rigor &amp; Relevance (R &amp; R) Framework is a tool that content area teachers can use in planning instruction and assessment that increases the rigor and relevance for students.</p> <p>Each half-day session provides participants with an understanding of the “Rigor and Relevance Framework” from the International Center for Leadership in Education. As participants explore the full range of rigor and relevance, they will be able to apply this tool when planning instruction and assessment. Participants will:</p> <ul style="list-style-type: none"> <li>▪ Understand the Rigor &amp; Relevance (R &amp; R) Framework as a tool</li> <li>▪ Identify levels of R &amp; R</li> <li>▪ Set the levels of Knowledge and Application in a content area</li> <li>▪ Evaluate levels of R &amp; R in classroom instruction</li> <li>▪ Apply R &amp; R Framework in planning instruction and assessment for a content area unit</li> </ul> <p>Participants will be provided the opportunity to work with their own units, projects and lessons as they apply the framework.</p> <p>This workshop will utilize power point, discussions, activities, and handouts to assist teachers in using this instructional tool.</p>	
<p><b>Standards</b></p>	<p>WTS: 1, 4, 5 and 7</p>	
<p><b>Registration</b></p>	<p>Fee: \$20 per participant                  (Includes handouts &amp; refreshments.)</p>	<p>Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a></p>



# Response to Intervention: Best Practices in Math Interventions

*With Jim Wright*

<b>Schedule</b>	<b>February 21, 2008</b> Location: Comfort Suites, Green Bay Check in 8:00 am, Workshop 8:30 am - 3:00 pm	
<b>Audience</b>	PK-12 administrators, educators, Pupil Services staff, and Reading Specialists. Teams are encouraged to attend.	
<b>Presenter</b>	<b>Jim Wright</b> is a school psychologist and school administrator who lives and works in central New York. Until recently, Jim served as a program developer and trainer for the School-Based Intervention Team (SBIT) Project for the Syracuse City School District. Jim has presented extensively to educators across New York state and in other parts of the country on effective school-based academic and behavioral interventions, curriculum-based measurement and violence prevention. A past winner of the “Leadership in School Psychology” award from the New York State Association of School Psychologists, Jim is also the creator of the <i>Intervention Central</i> website ( <a href="http://www.interventioncentral.org">www.interventioncentral.org</a> ). Most recently, Jim published <i>The RTI Toolkit: A Practical Guide for Schools</i> .	
<b>Description</b>	There are many reasons why students may struggle in mathematics. For example, they may possess limited knowledge of foundation math concepts, lack skills or fluency in basic math operations, or have limited vocabulary or reading skills required to solve higher-level work problems. This workshop provides specific ideas for supporting at-risk students who need individualized interventions in foundation numeracy skills, math computation, word problems and higher-level math operations. All intervention ideas are tied to the three-tier “Response to Intervention” framework now being widely adopted in schools across the nation.  Workshop participants learn about the key foundation skills and concepts that students require for success in mathematics and practice using a math-skills checklist to assist them in identifying individual students' barriers to success in math. The workshop also includes a review of web resources for math assessment and intervention.	
<b>Standards</b>	WAS: 3 and 5; WPSS: 2 and 3; WTS: 3, 4, 8 and 10	
<b>Registration</b>	CESA 7 Educators: \$60/participant Non CESA 7 Educators: \$120/participant <i>(Includes handouts, refreshments and lunch.)</i>	Please visit <a href="http://www.cesa7.k12.wi.us">www.cesa7.k12.wi.us</a> and click on the “register chalkboard” icon. For questions, please contact: <b>Nancy Schlies, 920-617-5613</b> or email: <a href="mailto:nschlies@cesa7.k12.wi.us">nschlies@cesa7.k12.wi.us</a>



# Solutions-Focused Problem Solving: A Workshop for Building Consultation Teams (BCTs)

With Michelle Polzin & Ron Tomes

<b>Schedule</b>	<b>October 8 <u>OR</u> October 15, 2007</b> Location: CESA 7, Green Bay Check in 8:30 am, Workshop 9:00 am - 3:00 pm	
<b>Audience</b>	All grade K-12 Building Consultation Teams (BCT); Reading Specialists; all level administrators. <b>Attendance by a team is required.</b>	
<b>Presenters</b>	<p><b>Michelle Polzin</b> is the REACH Regional Collaborative Center Coordinator at CESA 7. Michelle has also served as a REACH Mentor for two school districts for one year. She is a licensed school psychologist with 15 years of experience and has expertise in the areas of using data, problem-solving, progress monitoring and research-based interventions.</p> <p><b>Ron Tomes</b> serves as Special Education Specialist and Teacher Development Center Alternative Licensure Program Coordinator at CESA 7. Ron has 18 years of administrative experience in the public school setting where he has served as a Director of Pupil Services/Special Education as well as a building principal. Ron has a Master of Science Degree from UW Milwaukee and has earned numerous post-graduate credits in Administrative Leadership through UW Milwaukee.</p>	
<b>Description</b>	<p>This one-day workshop provides “Building Consultation Team” members and administrators with practical strategies for improving upon the problem-solving process within the building-level consultation team approach. Following the principles of “Response to Intervention” (Rtl), participants will learn how to focus on academic and behavioral solutions for students during intervention team meetings by focusing on “Who is the Student?” and implementing “RIOT” and “ICEL” to design new BCT forms and implement universal, selected and targeted intervention options. To assist “Building Consultation Teams,” this workshop will set the stage for meaningful interventions for students “at-risk” for lower achievement. Specifically, participants will:</p> <ul style="list-style-type: none"> <li>• Review principles of the Response to Intervention (Rtl) model</li> <li>• Apply the Solutions-Focused Problem Solving Approach to current team practices</li> <li>• Discuss meeting etiquette &amp; team functioning</li> <li>• Learn to access specific intervention resources</li> <li>• Review current Building Consultation Team forms &amp; revise as needed</li> <li>• Create new Building Consultation Team forms that reflect district needs and the Rtl process by personalizing CESA 7 templates (provided at the training)</li> </ul>	
<b>Standards</b>	WAS: 2, 3, 4, 5 and 7; WPS: 2, 5, 6, and 7; WTS: 2, 3, 4, 5, 7 and 10	
<b>Registration</b>	<p>CESA 7 Educators: \$60/person Non CESA 7 Educators: \$75/person (Includes handouts, one USB flash drive per team, refreshments and lunch.)</p>	<p>Team Leader should contact Darlene Verhaagh at: 920-617-5626 or email <a href="mailto:verhaagh@cesa7.k12.wi.us">verhaagh@cesa7.k12.wi.us</a> to reserve a spot for the team.</p>

## **Wisconsin Educator Standards**

### **Teacher Standards (WTS)**

1. Teachers know the subjects they teach.
2. Teachers know how children develop.
3. Teachers know how to differentiate instruction.
4. Teachers know how to use a variety of teaching strategies.
5. Teachers know how to motivate students and manage classrooms.
6. Teachers know how to communicate with students.
7. Teachers know how to plan instruction.
8. Teachers know how to assess learning.
9. Teachers reflect on their practice and continue to grow professionally.
10. Teachers foster relationships with colleagues, parents and the community.

### **Administrator Standards (WAS)**

1. The administrator has an understanding of and demonstrated competence in the teacher standards under s. PI 34.02.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

### **Pupil Services Standards (WPSS)**

1. The pupil services professional understands the teacher standards under s. PI 34.02.
2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
4. The pupil services professional understands and presents professional ethics and social behaviors appropriate for school and community.
5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.