



WISCONSIN
EDUCATION
INNOVATIONS
BUILDING LEARNER CAPACITY

AUGUST 2-4

CUDAHY, WI

Know Your Impact - Visible Learning

Select 1, 2 or 3 days of learning

1-3 Graduate Credits Available through Concordia University!



CONCORDIA UNIVERSITY
WISCONSIN

CUDAHY ACADEMY LOCATIONS:

Cudahy High School (August 2 only)

4950 S. Lake Drive, Cudahy, WI 53110

Cudahy Middle School (August 3-4)

5530 S. Barland Avenue, Cudahy, WI 53110

2016 CUDAHY ACADEMY SCHEDULE

	DAY 1 TUE, AUGUST 2	DAY 2 WED, AUGUST 3	DAY 3 THUR, AUGUST 4
8:00 am	Registration	Registration	Registration
8:30 am	KEYNOTE CLASS	CLASS	CLASS
Noon	Lunch provided	Lunch provided	Lunch provided
12:45-3:00 pm	CLASS	CLASS	CLASS

Know Your Impact - Visible Learning

August 2-4

COURSES AT-A-GLANCE

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TUESDAY, AUGUST 2

Keynote: Peter DeWitt

Engaging in the 10 Mindframes Needed For Learning

We all teach, lead and learn under different Mindframes. They envelop our personal lives as well as into our professional conversations. John Hattie has researched and written extensively about the Mindframes our students need for learning. Those Mindframes are equally as important for teachers and school leaders as well. In his keynote, Corwin author, consultant and Visible Learning trainer Peter DeWitt will engage participants in discussions around each Mindframe which will help lead to everyone's deeper learning.



BIOGRAPHY:

Peter DeWitt (Ed.D.) is a former school principal in upstate New York and he now runs leadership workshops and Visible Learning trainings. He has a syndicated blog, *Finding Common Ground*, published by *Education Week* and has written for numerous journals nationally and internationally.

Peter has presented Visible Learning in New Zealand, Australia and all over North America, as well as accompanied John Hattie and Deb Masters in London, Denmark and Sweden for meetings with international leaders and researchers. Additionally, Peter has presented at numerous state and national conferences including the National Association of Elementary School Principals (NAESP) Conference and ASCD. His presentations focus on instructional leadership, struggling learners, connected education as well as safeguarding LGBT students and other social justice topics.

Peter did his doctoral dissertation on safeguarding LGBT students. His book *Dignity for All: Safeguarding LGBT Students* was published by Corwin Press in March of 2012. He is a consulting editor and visionary for the Connected Educator Series (Corwin Press, Fall 2014). Peter's releases are *Flipped Leadership Doesn't Mean Reinventing the Wheel* (Corwin Press, Connected Educator Series) and *Climate Change: How Do I Foster a More Inclusive School Climate* (ASCD, Fall 2014).

Peter is the 2013 School Administrators Association of New York State's (SAANYS) **Outstanding Educator of the Year**, and the 2015 National Education Blogger/Commentator of the Year by the Academy of Education Arts and Sciences.

Exploring the Mindframes Needed to Make Learning Visible

Facilitator: **Peter DeWitt, Ed.D., Visible Learning**

Grade Levels: **K-12**

Credit: **1**

Date: **August 2**

Registration Fee: **\$170.00**



*Peter DeWitt, Ed.D.
Visible Learning*

John Hattie has found that there are 10 Mindframes needed to create positive experiences for students. In this session, Peter DeWitt will take participants through each Mindframe, and show them how they can collect evidence on each one, which will help lead to a better understanding of student learning needs.

Best Practice in Writing Instruction

Facilitator: **Linda Rourke, Center for the Collaborative Classroom**

Grade Levels: **K-6**

Credit: **1**

Date: **August 3**

Registration Fee: **\$99.00**

In this session participants will experience student-centered writing lessons grounded in best practices that elicit student engagement, foster a collaborative learning environment, and incorporate the rigor called for by the standards. This session is designed to support teachers, administrators, and literacy leaders who are working to improve writing instruction and motivate students in their development as writers. Participants will:

- Consider the challenges of creating a writing community
- Explore the big ideas and implications for their work
- Capture best practices in action
- Identify the qualities of Best Practice in Teaching Writing
- Explore Nonfiction Writing & Conferring
- Examine development across the grades in Expository Nonfiction
- Discover how writing conferences helps students become stronger writers
- Put what they learn into practice



Early Experiences Elevate Everything: Early Brain and Child Development and the Future of Society

Facilitators: **Dr. Dipesh Navsaria (8/3 am only) & Erin Robers/Melissa Hromada, Cudahy School District (8/3 pm and all day 8/4)**

Grade Levels: **K-12**

Credit: **1**

Dates: **August 3-4**

Registration Fee: **\$170.00**

Dr. Navsaria will discuss the critical importance of the first thousand days of life and the key role human relationships and interactions play in that time period. The concepts of toxic stress and how early adversity leads to lifelong issues will be reviewed, with practical examples and discussion of research which highlights these areas. Broad policy and programmatic principles that may help address the issue will also be discussed, providing a practical framework for those who work with children and families.

Following Dr. Navsaria's morning session, Erin & Melissa will help foster a greater understanding and awareness of Trauma Informed Care practices within the school environment. Participants will be provided with information on how toxic stress and trauma can impact student behavior, development (physical and neurological), and school connectedness.



*Dipesh Navsaria,
MPH, MSLIS, MD*

BIOGRAPHY:

Dipesh Navsaria, MPH, MSLIS, MD is an assistant professor of pediatrics at the University of Wisconsin School of Medicine and Public Health. He practices primary care pediatrics at Access Community Health Center. He is the founder and director of the Pediatric Early Literacy Projects at the University of Wisconsin, and is also the founding medical director of Reach Out and Read Wisconsin. With respect to education, Dr. Navsaria is the director of advocacy training for the pediatric residency, and is frequently involved in medical student and physician assistant education from the clinical arena through myriad small group and lecture formats. He also serves as the faculty advisor for the Pediatric Interest Group and is the director of the MD-MPH program at the University of Wisconsin.

iPads - They Do More Than Just Apps

Facilitator: **Mickey Chavannes, Cudahy School District**

Grade Levels: **K-8**

Credit: **1**

Date: **August 4**

Registration Fee: **\$99.00**

The iPad is the biggest game changer in education since the internet, but is it being used properly? Keeping with the theme of Visible Learning, this session will take time to collaborate and share ideas that engage learners, explore Visible Learning apps, and provide time to explore and create lessons. Participants will engage in Seesaw, work through movie creation apps, annotate and create explanations through the eyes of the student and help you let go of being the content master. This engaging and interactive session is guaranteed to add new ideas and tools to your repertoire of classroom activities.

Advanced Implementation of Google Apps for Education

Facilitator: **Carl Bauhs, South Milwaukee School District**

Grade Levels: **K-12**

Credit: **1**

Dates: **August 3-4**

Registration Fee: **\$170.00**

Go beyond the basic use of Google Apps for Education. Explore advanced features, resources, apps, and add-ons to increase your efficiency and the functionality of Google Apps for Education. Create images and Graphic Organizers utilizing **Google Drawing**. Utilize **Google Forms** to create customized surveys, assessments, and rubrics that include videos, images, graphs and dynamic questions based on student responses. Harness the power of **Google Sheets** to automate grading of your Google Forms and to automate student/parent feedback. Explore the world of paperless classrooms by creating a course that utilizes **Google Classroom**.

Participants must have a Google account and access to a computer during the course. Time will be given for participants to create and work on materials that are connected to their area of interest.

Preparing for Writing Performance Tasks

Facilitator: **Linda Rourke, Center for the Collaborative Classroom**

Grade Levels: **3-6**

Credit: **1**

Date: **August 4**

Registration Fee: **\$99.00**

This session is for educators who are working to prepare their students to meet the demands of the state standards and the new writing performance assessment tasks. Participants will:

- Experience structures for teaching students to unpack the tasks, to read and use evidence from multiple sources, and to answer questions and write research and opinion texts as expected by the rubrics.
- Deepen expertise in using writing instruction across the year for supporting students in learning content, organizing their thinking, and participating in classroom discussions.
- Develop an appreciation for the power of a writing performance task to not only increase student engagement but provide rich assessment data to inform classroom instruction.
- Plan for student success on the new assessments.
- Receive a Writing Performance Task Preparation Guide, which includes lessons for narrative, informational, and opinion writing tasks.

I Can Do It! Improving Student Achievement by Promoting the Development of a Growth Mindset

Facilitator: **Mark Scheiber, Glendale-River Hills School District**

Grade Levels: **K-12**

Credit: **1**

Dates: **August 3-4**

Registration Fee: **\$170.00**

Participants in this course will learn how to promote the development of a growth mindset in themselves and in their students. By implementing the procedures taught in this class, participants will help their students develop a belief in effort, a love for challenge, and resilience in the face of adversity. The focus of this workshop will be on providing strategies to:

- change students' thinking about performance and success
- build a growth mindset classroom and school culture
- develop students' understanding of learning and the elasticity of the brain

Improve Your Science Literacy

Facilitator: **Sara Krauskopf, Educational Consultant**

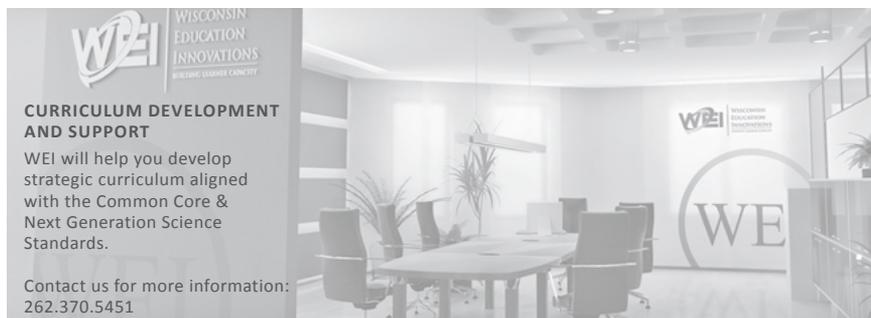
Grade Levels: **K-8**

Credit: **1**

Dates: **August 3-4**

Registration Fee: **\$170.00**

This course is geared towards teachers who want to incorporate more science into their core teaching. Engage in hands-on NGSS-aligned science activities that can do double time in math and language arts. Participants will talk about ideas for place-based learning and ways to engage students in authentic inquiry activities, ask questions, conduct investigations, gather evidence, write explanations and present findings. Participants will walk away more confident in their ability to teach science and make connections to the CCSS. Time will be spent outside. Bring a laptop or tablet.



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Building Lessons and Assessments Using Visible Learning Concepts

Facilitators: **Durelle Chopp, Ed.D., Assessment Support LLC & Dacia Hopfensperger, Assessment Consultant**

Grade Levels: **K-12**

Credit: **1**

Dates: **August 3-4**

Registration Fee: **\$170.00**



Durelle Chopp, Ed.D.



*Dacia Hopfensperger,
Assessment Consultant*

How do teachers incorporate John Hattie's Visible Learning concepts into daily practice? This 2-day course will focus on practical application of targeted learning which includes identifying and being clear about what will be learned in each lesson, and having a way of knowing that the desired learning has been achieved. Participants will use backward design to align and develop formative and summative assessments, refine and/or create rubrics, use the three feedback questions and levels to interpret learning, and activate students to own, monitor, and self-regulate learning.

During the course, participants will work on developing targeted learning unit(s) for their own use. Participants should bring existing units to refine, or materials that will be useful in creating new units of instruction. Teacher teams are encouraged.

Visualizing Student Know-how and Learning with Digital Tools

Facilitator: **Joe Du Fore, Newline Education**

Grade Levels: **K-12**

Credit: **1**

Dates: **August 3-4**

Registration Fee: **\$170.00**

Capture students learning in tangible and meaningful ways through the use of new digital tools. Let students express themselves and show their knowledge in a variety of clever, innovative, and powerful ways through the use of 21st century techniques and tools. Participants will actively engage in student response applications like Socrative, Classflow, and Pearson Deck. Have fun exploring new ways to use Google applications and digital storytelling apps like Storyboard and Puppet Pals. And to top it all off, participants will take some immersive virtual field trips with Google Expeditions and other fun adventure apps.

Apps and Ideas for Visible Learning

Facilitator: **Mickey Chavannes, Cudahy School District**

Grade Levels: **6-12**

Credit: **1**

Date: **August 3**

Registration Fee: **\$99.00**

What are the apps that make learning visible and how are they being used? Learn and play with today's biggest game changing apps. Learn about the ins and outs of each, take time to play with the app and collaborate with other educators about ideas on how the apps can be used. Participants will engage in Seesaw and Google Classroom; work through movie creation apps; annotate and create explanations through the eyes of the student, all while letting go of being the content master. This engaging and interactive session is guaranteed to add new ideas and tools to your repertoire of classroom activities.

A Makerspace in Every Classroom

Facilitator: **Jerry Hoefs, Friess Lake School**

Grade Levels: **K-12**

Credit: **1**

Dates: **August 3-4**

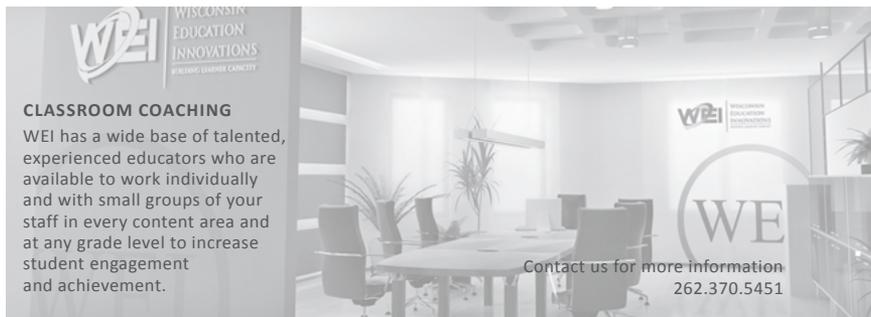
Registration Fee: **\$170.00**

In this era of testing and test prep, as teachers we must remember education means the whole child grows. Too often we omit the creative and innovative side of a child, the side that may be most important. Makerspaces make it possible for students to take control of their own learning. The process starts with teachers creating the space but students, with guidance from their teacher(s), take ownership for projects they define and design. A Makerspace is a laboratory classroom where students explore, experiment and create – inquiry based, technology rich, 21st Century learning at its dynamic best. This course will provide you with a template to create an innovation zone in your classroom or building.

Course outline:

- Rationale for a Makerspace
- Starting a Makerslab in your school or classroom
- Budgeting
- Funding sources
- Liability
- Tools and equipment
- Sources and resources
- Hands-on activities
- Tour of area Makerslabs

The only prerequisite is that you are willing to challenge yourself and think out of the box.



Leading Together: Building Adult Community in Schools

Facilitator: **Dr. Rachel Boechler, Consultant**

Grade Levels: **K-12**

Credit: **1**

Dates: **August 3-4**

Registration Fee: **\$170.00**

Where educators work together supportively in a culture of mutual respect and courageous dialogue, students flourish. Research indicates that a key variable in raising student achievement is the degree of relational trust established among the adults in the school. If you are challenged to find time for communication and teamwork needed for school change and success, and are looking for a unique approach to school leadership that nurtures positive adult community, relational trust and enhancement of SEL practices, this workshop is for you.

Leading Together prepares school leadership teams to bring the principles and practices of the Center for Courage & Renewal, along with protocols drawn from a variety of fields to meetings and other interactions among adults in schools in order to build relational trust by:

- Cultivating self-awareness
- Building connection and community
- Fostering shared leadership
- Strengthening capacity to listen, pay attention, and be present in teaching, leading, and relationships
- Holding tension and dealing with conflict constructively
- Reconnecting with what originally inspired us to be educators

School teams of 3-4 members with teacher leaders and ideally one administrator are best suited for this 2-day workshop. Teams will leave with a developing skill set, a field manual and draft plan for how to increase relational trust and adult community at their school. Follow-up consultation/coaching is available for interested school teams. **Bring a team of 3 or more and get 10% off registration!**

Flipped Classroom Learning

Facilitator: **Matt Flynn, NBCT**

Grade Levels: **7-12**

Credit: **1**

Date: **August 4**

Registration Fee: **\$99.00**

In this session participants will learn the theory behind flipping their classroom instruction, and why it is more than just the “next grade educational fad”. The presenter will focus on the reasons for flipping, the challenges faced by the students and the teacher, the many pedagogical benefits to flipping, and numerous free online resources to help them get started. Those attending will also have guided work time in the afternoon to get started on flipping their lessons so they can hit the ground running in September. The presenter teaches in a 1:1 urban district with a poverty rate of over 70% and works both AP students and regular education freshmen classes.

Personalize Math Instruction Using the Workshop Model

Facilitator: **Marge Willms, Education Consultant**

Grade Levels: **K-5**

Credit: **1**

Dates: **August 3-4**

Registration Fee: **\$170.00**

Get ready to kick off the new school year with a plan to implement Math Workshop in your classroom. Have you heard about math workshop but are not sure how to get it up and running? Have you thought a workshop model was just for primary classrooms? Have you been wondering how to incorporate your current math program into a workshop model?

In this course K-5 participants will learn to personalize mathematics instruction in their elementary classroom using a Math Workshop Model. Implementing a math workshop benefits both teachers and students. It provides the structure to differentiate and personalize learning to meet the needs of all students. In this course participants will focus on best practices for students as well as preparing their own mindset for a switch to the workshop model. The instructor will cover logistics for implementing a Math Workshop--management, assessment, grouping and structure using simulations and demonstrations. A framework will be provided to assist with the planning of a workshop.

Participants will have the opportunity to work with their own instructional materials so that when they leave, they will have the start of their first Math Workshop plan to use in the fall. Come as an individual or with a team to design a workshop plan that will engage your students. Bring math resources such as teacher manuals and supplementary materials for planning. A laptop will be a useful resource for this class.