

Positioning Secondary Students to be in Charge of Their Learning

It's not just about grit! How do we set up the learning environment so that students own their own learning? Often at the secondary level what we see as a scaffolded support for learning, such as providing notes for students where they just need to fill in the blank, is actually a barrier to learning because we position the students to be passive. All they need to do is follow along and fill in the blank. Participants at this session will leave with alternatives that promote deeper comprehension.

Presented by: Michelle Amend- PCL Center Director (WI PCL Center)

Michelle Amend has over 30 years of experience in education. She earned her Literacy Coach Graduate Certificate degree from UALR in 2010. She has a Master's in Reading Education and holds principal and director of instruction licensures. Michelle has presented at state and national reading conferences and has worked with several districts in the state of WI to implement the PCL model 4K-12. Michelle's wide-range of experiences includes: middle school classroom teacher, Title I teacher K-5, Reading Recovery teacher, building level PCL coach, district level PCL coach, regional level PCL coach, and Cooperative Educational Services (CESA) literacy coordinator where she worked as a liaison for the Department of Public Instruction and provided literacy support for 42 school districts. Michelle is the recipient of the Kohl Teacher Fellowship Award for teaching excellence and innovation in the state of WI. She has served on the RRCNA National Conference Committee under the coaching strand since 2013. She is excited to share her expertise as a clinical coach of UALR and director of the WI PCL Center.

