

# Agenda - 2017 Comprehensive 4K-12 Literacy Institute



**Day 1: July 19, 2017**

**8:00-9:45am**

<b>Teaching for Tomorrow: Empowering Learners Through Strategic and Challenging Work (Opening Keynote)</b>	<b>Room</b>
<p>Learning is as much social as it is cognitive. Within an integrated language workshop, teachers provide students with collaborative opportunities to build, expand, and transfer knowledge across multiple contexts. In the process, students develop language skills and flexible strategies for constructing deeper meanings from challenging materials. This attitude is self-empowering, and it prepares them to deal with the challenges of tomorrow’s learning.</p> <p>Presented by: Dr. Linda Dorn, Ph.D. in Reading Education- Director of Center for Literacy, Professor of Reading Education (University of Arkansas Little Rock, Center for Literacy)</p>	<p>Three Lakes Ballroom</p>

**10:00-11:45am**

<b>Session 1</b>	<b>Room</b>
<p><b>Positioning Secondary Students to be in Charge of Their Learning</b></p> <p>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.</p> <p>Presented by: Michelle Amend- PCL Center Director (WI PCL Center)</p>	<p>Koshkonong</p>
<p><b>Secondary Targeted Walkthroughs (Targeted ESAIL) Aligned to School Improvement Goals</b></p> <p>This session provides participants with the rationale, tools and processes used to assess transfer of professional learning to implementation of school focused improvement plans at the secondary level. School District of Belleville Administrators will share change theory, pragmatics and learned lessons.</p>	<p>Yahara</p>

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<p>Presented by: Nate Perry- Middle/High School Principal &amp; Pam Emmerich- Director of Teaching and Learning (School District of Belleville)</p>	
<p><b>You Know This! Putting together the Components of an Integrated Unit of Study and Why You'll Never Teach Any Other Way</b></p> <p>Teachers have all the components to bridge Language, Reading, Writing, and Content Workshop into an Integrated Unit of Study that will engage, motivate and excite students throughout their entire day. Integrated Units, also known as Understanding by Design (UbD) are backwards by design starting with standards and essential questions that evolve into lessons and activities with student understanding and transfer in mind. Audience members will view multiple Integrated Units of Study and learn how to get started. Two fifth grade teachers from Belleville, Heather Gordon and Colleen McCarthy and Literacy Coach Dawn Stiegert will share their experiences and journey with the process of choosing and designing these units. Participant will understand the benefits integrated units provides, and how it transforms teaching in the classroom! Once you see the engaged excitement of students...you'll never go back!</p> <p>Presented by: Dawn Stiegert- PCL Coach, Heather Gordon- 5th Grade Model Classroom Teacher and Colleen McCarthy- 5th Grade Model Classroom Teacher (School District of Belleville)</p>	<p>Odana I</p>
<p><b>Interactive Writing in K4 and K5 Classrooms</b></p> <p>Are you looking for an engaging and authentic way to increase reading and writing ability in your K4 and K5 students? Learn the basics of interactive writing, how to get started at the beginning of the year, how to integrate it across subject areas and plan for multiple ability levels. Whitefish Bay kindergarten teacher, Jessica Wintheiser, and literacy coach, Margot DeBot will share how they implement interactive writing both at the classroom level and in interventions.</p> <p>Presented by: Margot Debot- Literacy Coach and Jessica Wintheiser- Kindergarten Teacher (School District of Whitefish Bay)</p>	<p>Odana II</p>
<p><b>Looking Closely at Language Structures: Scaffolding English Learners</b></p> <p>Oral language is the first self-extending system (Clay, 1991). In this session, we will explore ways to scaffold English Learners to hold increasingly complex language structures in reading and writing in their Small Group and Reading Recovery programs.</p> <p>Presented by: Adria F. Klein, Ph.D. - Director and Trainer, Reading Recovery Center (Saint Mary's College of California)</p>	<p>Two Lakes Ballroom</p>

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12:00-12:45pm

<b>Lunch</b>	Three Lakes Ballroom
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1:00-2:45pm

Session 2	Room
<p><b>Cross Curricular Middle School Unit: Guiding Students to Become Critical Content-area Readers and Writers</b></p> <p>What does the Comprehensive Literacy Model (CLM) look like in a secondary classroom? What does CLM look like outside of the English Language Arts classroom? What is the potential to deepen student learning through a cross-content unit founded in CLM principles? Secondary classroom teachers will learn how a School District of Belleville 7th grade social studies teacher and 7th grade English teacher collaborated to design, implement, and reflect.</p> <p>Presented by: Carly Andrew- Middle/High School Social Studies Teacher &amp; Elizabeth Miller- Middle/High School English Teacher (School District of Belleville)</p>	Koshkonong
<p><b>Hit the Ground Running: Utilizing Time, Data, and Resources to Make the Most of Early, Early Intervention</b></p> <p>How can educators make the most out of the first few weeks of school? How does our sense of urgency drive how our inservice time is utilized even before the start of the school year? What data is most critical in planning for intentional teaching, as well as plotting a course for immediate delivery of early interventions? Administrators, interventionists, and classroom teachers will learn how the Waupun Area School District answered these questions. Caul, will also share the process of designing and implementing a targeted literacy intervention for kindergarten students in order to hit the ground running.</p> <p>Presented by: Tara Caul- PCL Coach, Carolyn Huenink- Interventionist/Reading Recovery Teacher &amp; Rob Meyer- Meadow View Elementary School Principal (Waupun Area School District)</p>	Yahara
<p><b>Developing Independent Learners Through High-Impact Strategy-Based Mini-Lessons Part 1: Reading</b></p>	Odana I

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<p>High-impact mini-lessons are designed to activate students’ attention, engage their minds in constructive activity, provide guided practice for performing the task, and build the foundation for transferring the new learning to independent learning. High-impact mini-lessons are brief, memorable, meaningful, and strategy-based. Part I will focus on mini-lessons in reading, and Part II will focus on mini-lessons in writing.</p> <p>Presented by: Dr. Linda Dorn, Ph.D. in Reading Education- Director of Center for Literacy, Professor of Reading Education (University of Arkansas Little Rock, Center for Literacy)</p>	
<p><b>How Words Work Along a Continuum</b></p> <p>Students must develop an understanding of how words work along a continuum in order to use word solving strategies proficiently and effectively while reading and writing continuous text. In this session, the presenter will share how teachers can draw students attention to how the orthographic system works and ways to design whole group lessons to teach and scaffold these concepts.</p> <p>Presented by: Carla Soffos, ME.d. in Reading Education- University PCL/CIM Clinical Coach (University of Arkansas, Little Rock, Center for Literacy)</p>	<p>Odana II</p>
<p><b>Aligning PCL Model in 4K: Interactive Read-Aloud &amp; Shared Reading</b></p> <p>How can we take the key components of the PCL Model's Language and Reading Workshops and align these in the 4K classroom? How can we remain true to the development of 4-year-olds and incorporate age-appropriate intentional elements from these frameworks? Belleville's 4K teachers, Marsha Rear and Kelsey Schmit, will share how they aligned key elements, Interactive Read-Aloud and Shared Reading, to their 4K classroom instruction. Learn about the distinguishing features of the Interactive Read-Aloud and Shared Reading.</p> <p>Presented by: Tammy Boyd- PCL Coach, Marsha Rear- 4K Teacher and Kelsey Schmit- 4K Teacher (School District of Belleville)</p>	<p>Two Lakes Ballroom</p>

**2:45-3:00pm**

<p><b>Break- Snacks and Beverages</b></p>	<p>Three Lakes Ballroom</p>
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3:00-4:30pm

Session 3	Room
<p><b>Yes, It Can Be Done...No More "Sage On The Stage"!</b>                      Secondary classroom teachers will learn how 9th grade biology teacher, Heather LaVarnway, and District Coach, Maureen Schiefelbein collaborated to provide an environment where high school students are using logs, have structured academic conversations, and where the teacher functions more as a facilitator. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in the process of knowledge construction as opposed to passively receiving information. This highly interactive session will demonstrate what is possible when teachers utilize the elements of apprenticeship learning as outlined by Dr. Linda Dorn and Carla Soffos to drive daily instruction. Artifacts, resources, sample lesson plans, specific examples, and videos will be a major focus.</p> <p>Presented by: Maureen Schiefelbein- District Coach &amp; Heather LaVarnway- 9th Grade Biology Teacher (Pembine School District)</p>	<p>Koshkonong</p>
<p><b>Comprehension Focus Group: A Responsive and Engaging Literacy Intervention for Middle School Students</b></p> <p>Literacy intervention at the middle school level must be responsive to student academic and motivational needs. Participants at this session will be provided with lesson plan and video examples, of how two teachers aligned the Comprehension Focus Group (CFG) to student needs. Student achievement data will be shared as evidence of success!</p> <p>Presented by: Jill Johnson- Reading Interventionist and Melissa Whitmore- Special Education Teacher (School District of Belleville)</p>	<p>Yahara</p>
<p><b>Developing Independent Learners Through High-Impact Strategy-Based Mini-Lessons Part 2: Writing</b></p> <p>High-impact mini-lessons are designed to activate students' attention, engage their minds in constructive activity, provide guided practice for performing the task, and build the foundation for transferring the new learning to independent learning. High-impact mini-lessons are brief, memorable, meaningful, and strategy-based. Part I will focus on mini-lessons in reading, and Part II will focus on mini-lessons in writing.</p> <p>Presented by: Dr. Linda Dorn, Ph.D. in Reading Education- Director of Center for Literacy, Professor of Reading Education (University of Arkansas Little Rock, Center for Literacy)</p>	<p>Odana I</p>

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<p><b>Scaffolding Students to Writing Proficiency: Part I</b></p> <p>Writing is a complex process that must be taught explicitly and scaffolded by knowledgeable teachers. These two sessions will focus on building an understanding of the cognitive demands that writing places on young writers and ways to scaffold the process in order for all students to achieve grade level writing proficiency. Videos will be shared and used to display the concepts under investigation.</p> <p>Presented by: Carla Soffos, ME.d. in Reading Education- University PCL/CIM Clinical Coach (University of Arkansas, Little Rock, Center for Literacy)</p>	<p>Odana II</p>
<p><b>Language Development and Literacy Learning for Pre-Kindergarten/ Kindergarten: Aligning to PCL</b></p> <p>Building on 4K-5K Sessions 1 &amp; 2, in Sessions 3, 4 and 5, the focus will be on developing a unit plan appropriate for the first month of instruction for the upcoming school year. In each session, there will be a discussion of the why of appropriate practice for K4 and K5 children, modeling and planning for instruction. In Session 6, we will give time for school teams to plan and share some of their thinking with the whole group. We will provide ways to share across the districts using technology including Google docs and common planning templates.</p> <p>Presented by: Adria F. Klein, Ph.D. - Director and Trainer, Reading Recovery Center (Saint Mary's College of California)</p>	<p>Two Lakes Ballroom</p>
<p><b>Loose and Tight: The Guaranteed and Viable Curriculum in PCL</b></p> <p>Using some of the best research in the area of curriculum development and design, learn how the Whitefish Bay School District is busy trying to avoid the "dangerous detours and seductive shortcuts" in curriculum writing. In this session, we will focus on the following experts and what we are developing in our local process to help ensure a guaranteed and viable curriculum and an adherence to established district environmental expectations:</p> <p>Robert Marzano's Guaranteed and Viable Curriculum          Jay McTigue and Grant Wiggins' Understanding by Design          Steven Zemelman, Harvey Daniles, and Arthur Hydes' Best Practice Research The DuFour Squared, Eaker and Many's Learning By Doing          Rick Stiggins and company's Classroom Assessment for Student Learning</p> <p>Presented by: Maria Kucharski- Director of Teaching &amp; Learning Services (School District of Whitefish Bay)</p>	<p>Three Lakes Ballroom</p>

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## Day 2: July 20, 2017

8:00-9:45am

Session 4	Room
<p><b>Formative and Fabulous! Using Formative Data to Drive Instruction - How do you get it? And what do you do with it?</b></p> <p>Within a workshop framework, we'll explore a variety of tools and resources available to gather formative data seamlessly. We'll look at how to use this data to create mini-lessons, strategy groups, and conferring sessions to move your learners forward. Literacy Coach, Caitlin Etten will share her classroom experiences and reflections on their journey to support students as they become independent learners.</p> <p>Presented by: Caitlyn Etten- Secondary PCL Coach (School District of Whitefish Bay)</p>	<p>Koshkonong</p>
<p><b>Vocabulary Building Across the Workshops</b></p> <p>How can teachers make sure students can access and internalize important words necessary to deeply comprehend texts? Providing strategies to enhance vocabulary skills allows students to readily access difficult words so they can focus on comprehension while reading rather than muddling through the meaning of new words. This session focuses on intentional teaching of vocabulary throughout the literacy workshops so students are ultimately successful during independence while reading texts that push them to their highest ability. Belleville fifth grade teacher, Colleen McCarthy and Belleville Literacy Coach, Dawn Stiegert discuss how vocabulary words are chosen and how to create different types of meaningful vocabulary instruction throughout Word Work, Language Workshop, and Literature Discussion Groups. Participants will view lessons in action and receive models of lesson plans in all three daily literacy components.</p> <p>Presented by: Dawn Stiegert- PCL Coach and Colleen McCarthy- 5th Grade Teacher (School District of Belleville)</p>	<p>Yahara</p>
<p><b>How do you implement and sustain a comprehensive literacy design? Q &amp; A with Linda Dorn</b></p> <p>This session begins with an introduction provided by Linda Dorn around the theme of how districts go about implementing and sustaining a comprehensive literacy design. Institute participants can submit questions via this link up until</p>	<p>Odana I</p>

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<p>6 pm on day one. The questions will be grouped and addressed during the 2nd part of the session. The 3rd part of the session will be reserved for questions taken from the audience.</p> <p>Q &amp; A with Dr. Linda Dorn, Ph.D. in Reading Education- Director of Center for Literacy, Professor of Reading Education (University of Arkansas Little Rock, Center for Literacy)</p>	
<p><b>Scaffolding Students to Writing Proficiency: Part II</b></p> <p>Writing is a complex process that must be taught explicitly and scaffolded by knowledgeable teachers. These two sessions will focus on building an understanding of the cognitive demands that writing places on young writers and ways to scaffold the process in order for all students to achieve grade level writing proficiency. Videos will be shared and used to display the concepts under investigation.</p> <p>Presented by: Presented by: Carla Soffos, ME.d. in Reading Education- University PCL/CIM Clinical Coach (University of Arkansas, Little Rock, Center for Literacy)</p>	<p>Odana II</p>
<p><b>Language Development and Literacy Learning for Pre-Kindergarten/ Kindergarten: Aligning to PCL</b></p> <p>This session builds on the previous session in the 4K-5K strand.</p> <p>Presented by: Adria F. Klein, Ph.D. - Director and Trainer, Reading Recovery Center (Saint Mary's College of California)</p>	<p>Two Lakes Ballroom</p>

## 10:00-11:45am

Session 5	Room
<p><b>Making the Most of the Middle: Engaging a Comprehensive Approach to Disciplinary Literacy</b></p> <p>It's all about transfer. Has your school wondered how to coach middle school readers and writers to apply the critical knowledge, skills, and strategic behaviors explicitly taught in core literacy instruction when learning in the content areas? Learn how Fort Atkinson Middle School has targeted comprehensive efforts to make teaching stick through aligning core literacy and disciplinary literacy instruction. This session will spotlight how PCL</p>	<p>Koshkonong</p>



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<p>frameworks, professional development, the establishment of a progress monitoring wall, systemic implementation of performance assessment tasks, development of common school-wide writing rubrics, and the use of data collection systems have facilitated the integration and transferability of knowledge and skills across content areas to increase student learning and achievement. English Language Arts teachers, content area teachers, literacy coaches, and district administrators will share how this comprehensive approach to disciplinary literacy transformed teaching, learning, and assessment across classrooms in grades 6-8. Participants will also learn how this continuous improvement effort purposefully informed Educator Effectiveness practices with the development of aligned SLOs and PPGs as well as examine the achievement results we have seen as result of our work as evidenced in our state school report card.</p> <p>Presented by: Candice Sayre- PCL Coach (School District of Fort Atkinson)</p>	
<p><b>Attending to Language for E.L.L. and A.L.L. Students</b></p> <p>Language is often an assumed curriculum in schools, yet we know that all students are Academic Language Learners (A.L.L.). Students who are English Language Learners (E.L.L.) especially need explicit instruction and support to read complex, grade-level text. However, all students benefit from teacher scaffolds to talk, read, and write using complex academic language. This session shares how several schools in the Kaukauna Area School District are making complex academic oral language an explicit curriculum that transfers to reading and writing continuous text. The Elementary Literacy Coaches will share specific examples of their work on transfer from intervention settings to classroom settings.</p> <p>Presented by: PCL Elementary Building Coaches: Kelly Luedeke, Megan Early, Aimee Hamilton, Becky Keehan and District Literacy Coordinator &amp; District Coach: Brian Reindl (Kaukauna Area School District)</p>	<p>Yahara</p>
<p><b>Virtual Coaching: An Apprenticeship Setting for Enhancing Teacher Knowledge</b></p> <p>At the end of this session, participants will have a deeper understanding of the following principles: 1) using technology as a clinical tool for observing teaching and learning in real-time settings; 2) fostering collaborative inquiry within virtual environments; and 3) implementing a three-tier coaching model for developing teacher expertise across multiple sites. To illustrate, video snapshots of authentic virtual interactions will be shared, followed by open discussions on possible ways to use this PD design to support teachers across multiple sites.</p>	<p>Odana I</p>

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<p>Presented by: Dr. Linda Dorn, Ph.D. in Reading Education- Director of Center for Literacy, Professor of Reading Education (University of Arkansas Little Rock, Center for Literacy)</p>	
<p><b>Using Research to Build and Present Knowledge</b></p> <p>For students to be prepared for college, the workforce, and life in a technological society, they must be encouraged to ask questions about information read or discussed, receive ample time and opportunities to seek answers and build knowledge about the topic under investigation through sustained research projects. In this session, the presenter will share a first and third grade research design. Videos and photos will be shared and discussed.</p> <p>Presented by: Presented by: Carla Soffos, ME.d. in Reading Education- University PCL/CIM Clinical Coach (University of Arkansas, Little Rock, Center for Literacy)</p>	<p>Odana II</p>
<p><b>Language Development and Literacy Learning for Pre-Kindergarten/ Kindergarten: Aligning to PCL</b></p> <p>This session builds on previous sessions in the 4K-5K strand.</p> <p>Presented by: Adria F. Klein, Ph.D. - Director and Trainer, Reading Recovery Center (Saint Mary's College of California)</p>	<p>Two Lakes Ballroom</p>

## 12:00-12:45pm

<p><b>Lunch</b></p>	<p>Three Lakes Ballroom</p>
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## 1:00-2:45pm

<p><b>Session 6</b></p>	<p><b>Room</b></p>
<p><b>Close Reading for ALL Disciplines</b></p> <p>If you want your students to be better readers and writers, they must be reading and writing throughout their entire day. One effective way to do this</p>	<p>Koshkonong</p>

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<p>is to implement close reading in all disciplines. According to Fisher and Frey, close reading is “an instructional routine in which students are guided in their understanding of complex text.” This practice helps all teachers meet disciplinary literacy standards. Come away with practical strategies that can be used across the curriculum.</p> <p>Presented by: PCL Secondary Building Coaches: Jennifer Hengel, Coreen Wyngaard, Nicole Hochholzer and District Literacy Coordinator &amp; District Coach: Brian Reindl (Kaukauna Area School District)</p>	
<p><b>Intervention Collaboration Meetings - Collaborating for Transfer Across Settings</b></p> <p>Is your district having difficulty finding time for classroom teachers and interventionists to collaborate around student needs, monitoring of progress and alignment of language, content and practice? Are your intervention students transferring what they know and do across and between multiple settings? With this purpose in mind, the School District of Fort Atkinson has implemented Intervention Collaboration Meetings in elementary grades within the instructional day. This session led by district coaches, principals, interventionists and classroom teachers, will highlight the importance of alignment between intervention and core, the power of professional collaboration for students and educators as well as transfer theory in the PCL model. Administrators, interventionists, and classroom teachers will learn how Fort Atkinson put this structure in place, view video clips and receive copies of protocols, forms and data resources.</p> <p>Presented by: Pam Gustin- 2nd Grade Teacher, Jennifer Soehner- Reading Interventionist, Kaaren Adams- Reading Interventionist/Literacy Coach, Amy Oakley- Director of Instruction &amp; Marcia Jordahl- Reading Interventionist/ Literacy Coach (School District of Fort Atkinson)</p>	<p>Yahara</p>
<p><b>Teaching Children with Dyslexia</b></p> <p>The goals of this session are to (a) provide a brief overview of dyslexia, (b) describe how Response to Intervention is used as a decision-making process for identifying children with dyslexia, and (c) share evidence-based procedures for implementing a meaning-based dyslexia intervention. Authentic examples, including videos, will be used to illustrate lesson components.</p> <p>Presented by: Dr. Linda Dorn, Ph.D. in Reading Education- Director of Center for Literacy, Professor of Reading Education and Carla Soffos, ME.d. in Reading Education, University PCL/CIM Clinical Coach (University of Arkansas, Little Rock, Center for Literacy)</p>	<p>Odana I</p>

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<p><b>Language Workshop, Reading Workshop - What is the Difference and How Do They Flow?</b></p> <p>What are Language and Reading Workshops in the PCL Model? What's the difference, and how do you effectively connect the two? Language Workshop is the heartbeat of an integrated workshop model. Audience members will view Language Workshop and Reading Workshop lessons, complete with lesson plans detailing the connection between the two and how they complement each other. A team of third grade teachers from Belleville, Gayle Doyle, Stacey McKinley, and Amy Rice will share their journey and the process of building and designing Language Workshop and Reading Workshop lessons that facilitate transfer between the two.</p> <p>Presented by: Gayle Doyle- 3rd Grade Teacher, Stacey McKinley- 3rd Grade Teacher and Amy Rice- 3rd Grade Teacher (School District of Belleville)</p>	<p>Odana II</p>
<p><b>Language Development and Literacy Learning for Pre-Kindergarten/ Kindergarten: Aligning to PCL</b></p> <p>This session builds on previous sessions in the 4K-5K strand.</p> <p>Presented by: Adria F. Klein, Ph.D. - Director and Trainer, Reading Recovery Center (Saint Mary's College of California)</p>	<p>Two Lakes Ballroom</p>

## 2:45-3:00pm

<p><b>Break- Snacks and Beverages</b></p>	<p>Three Lakes Ballroom</p>
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## 3:00-4:30pm

<p><b>Teaching for Tomorrow: Empowering Learners Through Strategic and Challenging Work (Closing)</b></p>	<p><b>Room</b></p>
<p>Wrap up the institute with this closing session. Bring everything you've learned full circle and add to your knowledge base specific instructional practices, tools, lesson designs and systematic structures to teach for tomorrow!</p>	<p>Three Lakes Ballroom</p>

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PARTNERSHIPS IN



COMPREHENSIVE  
LITERACY

<p>Presented by: Dr. Linda Dorn, Ph.D. in Reading Education- Director of Center for Literacy, Professor of Reading Education (University of Arkansas Little Rock, Center for Literacy)</p>	
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