

## **Session 1 – 8:00 a.m. to 9:30 a.m.**

### **Student Super Session**

**Presenter TBD - Handbooks in Employment**

**Department of Public Instruction Staff – Licensing**

**Keith Johnson, Principal Nekoosa School District – Hiring Tips and Advice**

This expanded session provides Aspiring Educator members the opportunity to learn about interview strategies, that guides them through the job search as well as key components of employee handbooks, negotiations and employee and employer relations. Additionally, presenters will describe licensure procedures and an overview of Educator Effectiveness, Wisconsin's teacher evaluation system. This is a "must attend" for those who are going to be looking for a job in the very near future.

This session continues into Session 2.

**Audience: A**

### **Keynote Breakout: What is the Role of Educators in Countering Islamophobia and Creating a Positive Classroom Culture?**

**Janan Najeeb, President Muslim Women's Coalition**

Islamophobia is a distorted image of Islam and Muslims caused by faith misrepresentation and fear/exploitation of religious practices and beliefs. How can teachers connect this phenomenon to our nation's history of intolerance toward minorities? Can the misuse of definitions and concepts fuel fear of the other? Is it possible to promote honest discussion while maintaining a positive classroom culture?

**Danielson 1a, 2a, 3a, 4c**

**Stronge 1.7, 1.9, 5.7 6.1, 6.2**

**Audience: P, A, T**

### **Engaging Students with Chrome Books**

**Jane Weidner, Cedar Grove - Belgium Education Association**

This session will present different resources that can be used in a classroom setting with one-to-one Chromebooks or similar devices. Participants will have a chance to try the different resources in a semi-flipped classroom style setting. Please bring your device to this session.

**Danielson 1a, 1d, 2b**

**Stronge 1.2, 1.6, 5.6**

**Audience: P, A, T**

### **Building Bridges in Your School's Community**

**Tanya Lohr, West Bend Education Association**

There has never been a more important time in our profession to build bridges with our parents, our communities, our school boards, and even our administration. We simply cannot move forward without working together. Learn effective methods for building the collaborative network our public schools need to push ahead.

**Danielson 4, 4e, 4f**

**Stronge 6.1, 6.2, 6.6**

**Audience: P, T**

### **Simple Strategies to Manage your Educator Effectiveness Plan**

Andrea Loss, Milwaukee Teachers' Education Association

This session is designed to show participants easy strategies to manage educator effectiveness plans efficiently. Teachers will learn that they are doing meaningful work on a regular basis which can be used as evidence of practice in a very timely manner. Those with access to their plans during the session will be able to input information as we work through the presentation.

**Danielson 3d, 4b, 4e, 4f**

**Stronge 4.3, 4.4, 4.6, 6.5**

**Audience: T**

### **Formative Assessment Tasks in Science (K-12)**

Richard Erickson, Bayfield Education Association

Give your students phenomenon-based tasks that you can use to assess their conceptual understanding. We will briefly discuss how these tasks align with the 3-dimensional learning of the Next Generation Science Standards, but most of the time will be spend investigating tasks that can be used K-12.

**Danielson 1b, 1d, 1F, 4F**

**Stronge 3.1, 4.3, 4.4, 6.6**

**Audience: A, T**

### **Creating Meaningful SLOs & PPGs that work for both YOU and your STUDENTS!**

Elizabeth Kysely & Paula Hase, Wausau Education Association

Are you struggling with the Educator Effectiveness writing process? Do you need time to work with other professional educators in your content area to brainstorm ideas? BYOD – Bring Your Own Device – hands-on activities will be built into the session to network with others and get the job done!

**Sessions 1 & 5**

**Danielson 3d, 4b, 4e, 4f**

**Stronge 4.3, 4.4, 4.6, 6.5**

**Audience: T**

### **Basic Classroom Spanish and Strategies to Connect with Latino Students and Families**

Meg Graham, ULE – Mukwonago

Learn to speak simple Spanish to connect with Latino students and families for use in your classroom and/or community. Gain insight into cultural practice and perspectives to inform your instructional practice as you engage and build relationships with Latino students in our classes and/or school community.

**Danielson 1a, 2a, 3a, 4c**

**Stronge 1.7, 1.9, 5.7 6.1, 6.2**

**Audience: P, A, T**

### **Using QR Codes in the Classroom**

Samuel Clausen, La Crosse Education Association

Tips and ideas of how to use QR codes in the classroom. Learn how to create a "Scavenger Hunt" using QR codes. The content and activities are applicable to all grade levels.

**Danielson 1a, 1d, 2b**

**Stronge 1.2, 1.6, 5.6**

**Audience: T**

### **Teaching on the Block: Enhancing Student Engagement and Achievement**

Nick Schwei, Racine Educators United Council

Working collaboratively, educators will identify and work with considerations for designing learning that addresses diverse student populations. Teams will investigate and share elements that make activities engaging and effective in a block schedule learning environment.

**Danielson 1d, 2a, 2b, 3a, 4d**  
**Stronge 5.7, 6.3, 6.4, 6.6**  
**Audience: T**

### **Time Management for Teachers**

Amanda McIlhone, Milwaukee Teachers' Education Association

Time . . . we never have enough of it. Learn some quick tips and tricks to set boundaries and get a better balance of work, play, family, fun and sleep!

**Danielson 4b, 4e, 4f**  
**Stronge 6.3, 6.5, 6.6**  
**Audience: T**

### **An Introduction to National Board Certification**

Valerie Morey, Kari Morey, Racine Educators United Council

This presentation is an overview of the process for becoming a National Board Certified Teacher. We will go over the timeline, cost, expectations, benefits, time commitment, and other pertinent information. We will also have time for questions and offer contact information for future questions and assistance.

**Danielson 1a, 1b, 2c, 3c, 4a**  
**Stronge 4.3, 5.1, 5.5, 6.5**  
**Audience: T**

## **Session 2 – 9:45 a.m. to 11:15 a.m.**

### **Student Super Session**

**Presenter TBD - Handbooks in Employment**

**Department of Public Instruction Staff – Licensing**

**Keith Johnson, Principal Nekoosa School District – Hiring Tips and Advice**

This expanded session provides Aspiring Educator members the opportunity to learn about interview strategies, that guides them through the job search as well as key components of employee handbooks, negotiations and employee and employer relations. Additionally, presenters will describe licensure procedures and an overview of Educator Effectiveness, Wisconsin's teacher evaluation system. This is a "must attend" for those who are going to be looking for a job in the very near future.

This session is continued from Session 1.

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### **Keynote Breakout: What is the Role of Educators in Countering Islamophobia and Creating a Positive Classroom Culture?**

Janan Najeeb, President Muslim Women's Coalition

Islamophobia is a distorted image of Islam and Muslims caused by faith misrepresentation and fear/exploitation of religious practices and beliefs. How can teachers connect this phenomenon to our nation's history of intolerance toward minorities? Can the misuse of definitions and concepts fuel fear of the other? Is it possible to promote honest discussion while maintaining a positive classroom culture?

**Danielson 1a, 2a, 3a, 4c**  
**Stronge 1.7, 1.9, 5.7 6.1, 6.2**  
**Audience: P, A, T**

## **Parents and Community on Your Side**

Peggy Wirtz-Olsen, Marshfield Teachers Association

Parents and community members are often our greatest allies. Learn concrete ways to leverage these partnerships for the success of our students and our schools from specific examples seen in schools in Wisconsin. Our public schools are the heart of our community and this session will offer concrete strategies and suggestions to showcase our good work and build bridges on behalf of our students, our schools, and public education.

**Danielson 4c, 4e, 4f**

**Stronge 6.1, 6.2, 6.6**

**Audience: P, A, T**

## **Planning for the Edges: The Creation of a Universal Design for Learning (UDL) Unit: An Integrated Social Studies/ELA unit about Residential Schools in Canada**

Teri Kendhammer and Jill Emerich, La Crosse Education Association

This integrated unit eliminates barriers to learning by proactively and deliberately planning a curriculum that all students can access. The CCSS are front and center as UDL guides conscious, planned decisions to help all students learn the standards. This unit explores the equity and social justice issue of residential schools.

**Danielson 1a, 2a, 3a, 4c**

**Stronge 1.7, 1.9, 5.7, 6.1, 6.2**

**Audience: A, T**

## **Teaching Human Rights Outside the Social Studies Classroom**

John Havlicek, La Crosse Education Association

Teaching about history, human rights, and current events engages our students more than ever. We can connect our classes to other disciplines and build on prior learning and improving student participation. We will start with an example for world languages (Spanish), then incorporate ideas for science, art, and ELA, etc.

**Danielson 1a, 1d, 2b, 3b**

**Stronge 1.2, 1.4, 1.5, 3.1**

**Audience: P, A, T**

## **Blended Learning's Impact on Professional Development**

Scott Jelinek-Zittel, Sheboygan Education Association

Blended learning involves face-to-face meetings, but relies mostly on on video conferencing. Educators are placed in small cohorts that focus on a specific area of growth. A virtual coach is assigned to lead weekly check-ins and engage participants in reflective practice. Ideally, educators transform insights into practice. Come see how this model is helping transform professional development in education.

**Danielson 4d, 4e, 4f**

**Stronge 6.1, 6.4, 6.5, 6.6**

**Audience: P, T**

## **Community Projects: Real Learning for the Real World**

David Doering, Bayfield Education Association

There are not many projects that are a win-win-win-win situation. However, when you get students excited to design and build a community feature, then parents, local businesses, administration, and community members - everyone benefits. This presentation will focus on the steps for carrying out a community project with your students from planning, funding, resource allocation, time management, and generating public awareness.

**Danielson 1a, 1c, 3c, 4d**

**Stronge 1.6, 1.8, 3.1, 3.2**

**Audience: T**

### **Introduction to Love and Logic**

Rene Blazel, Monica Helfenbein, Patty Kolb, Whitney Colby & Amy Bratel, Milwaukee Teachers' Education Association

Preserve the learning environment AND your sanity! Avoid power struggles! To learn how, join us for an introduction to *Love and Logic* for educators. *Love and Logic* shows how to increase students' independence in taking responsibility and problem solving. Renew the fun in teaching by limiting the chaos and stress.

**Danielson 2a, 2b, 2d, 3a, 4c**

**Stronge 5.1, 5.3, 5.7, 6.1**

**Audience: P, A, T**

### **Fiction and Non-fiction in Social Studies to Enhance Content and Content Literacy**

Anita Thayer, Sauk Prairie Education Association

Using a variety of fiction and non-fiction in social studies can enhance student understanding of the content and serve as a tool to model thinking, reading and writing like an historian. Participants will be offered a variety of literature based activities developed to engage students in US history curriculum. Activities are easily adaptable to all content areas.

**Danielson 1a, 1d, 1e 3c**

**Stronge 1.1, 1.2, 1.4, 1.8**

**Audience: A, T**

### **Combating Racism in a Primarily White District in the Age of Trump**

Tamara Johnson, ULE-Kettle Moraine

Institutional racism exists throughout our society and our schools. However, the issue of racism is often ignored in schools where there are few non-white students, causing students to view racism as acceptable or nonexistent. In this session, you will learn how to make combating racism a priority by addressing it at the classroom, building, and district level. Creating this initiative will help students gain the tools to navigate in the ever more diverse nation of their future.

**Danielson 1a, 2a, 3a, 3c**

**Stronge 1.7, 1.9, 5.7, 6.1, 6.2**

**Audience: P, A, T**

### **Everyone Can Be Good at Math: Creating Positive Math Mindsets in Your Classroom**

Kerry Motoviloff, Madison Teachers' Incorporated

This workshop aims to dispel the prevailing myth of the "math brain", the incorrect assertion that some people are good at math and some are not. Teachers often need to help students overcome experiences of math aversion, math frustration, and math failure in order to help them achieve their potential. Using current brain-based research and instructional practices, teachers can create an environment where all students feel capable and successful.

**Danielson 1a, 1e, 3c**

**Stronge 1.1, 1.2, 1.4, 1.8**

**Audience: A, T**

### **Using Video Recording for Reflective Practice**

Lyman Elliott NBCT, Madison Teachers' Incorporated

Have you ever watched a video of yourself teaching? Would you? Once you get past the "OMG . . . I'm never wearing that shirt again" stage of analysis, video recording offers a rich opportunity to examine evidence of teacher practice and student work. What should you be looking for? Where should you begin? Aspiring educators can glean unique perspective as it relates to edTPA.

Danielson 1e, 1f, 4a  
Stronge 2.5, 6.4, 6.5  
Audience: A, T

## **Session 3 – 1:00 p.m. to 2:30 p.m.**

### **Student Super Session**

**Presenter TBD - Handbooks in Employment**

**Department of Public Instruction Staff – Licensing**

**Keith Johnson, Principal Nekoosa School District – Hiring Tips and Advice**

This expanded session provides Aspiring Educator members the opportunity to learn about interview strategies, that guides them through the job search as well as key components of employee handbooks, negotiations and employee and employer relations. Additionally, presenters will describe licensure procedures and an overview of Educator Effectiveness, Wisconsin's teacher evaluation system. This is a "must attend" for those who are going to be looking for a job in the very near future.

This session is continued from Session 1.

**Audience: A**

### **Teaching on the Block: Enhancing Student Engagement and Achievement**

Nick Schwei, Racine Educators United Council

Working collaboratively, educators will identify and work with considerations for designing learning that addresses diverse student populations. Teams will investigate and share elements that make activities engaging and effective in a block schedule learning environment.

**Danielson 1d, 2a, 2b, 3a, 4d**

**Stronge 5.7, 6.3, 6.4, 6.6**

**Audience: T**

### **Being Culturally Responsive, But How Do We Do It?**

Jill Prushiek, University of Wisconsin-Eau Claire

Using the work of Dr. Gloria Ladson-Billings, this presentation will ask participants to reflect on what it means to be culturally responsive, examine their current practices and beliefs through small and large group discussion, and create a plan of action for future teaching and learning.

**Danielson 1a, 2a, 3a, 4c**

**Stronge 1.7, 1.9, 5.7 6.1, 6.2**

**Audience: P, A, T**

### **Planning for the Edges: The Creation of a Universal Design for Learning (UDL) Unit: An Integrated Social Studies/ELA unit about Residential Schools in Canada**

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**Danielson 1a, 2a, 3a, 4c**

**Stronge 1.7, 1.9, 5.7, 6.1, 6.2**

**Audience: A, T**

### **Building Bridges in Your School's Community**

Tanya Lohr, West Bend Education Association

There has never been a more important time in our profession to build bridges with our parents, our communities, our school boards, and even our administration. We simply cannot move forward without working together. Learn effective methods for building the collaborative network our public schools need to push ahead.

**Danielson 4, 4e, 4f**  
**Stronge 6.1, 6.2, 6.6**  
**Audience: P, T**

### **Self-Regulation in the Classroom**

Deanna Needham, Fennimore Education Association

Do you have students who can't seem to sit still, listen, follow directions, control their emotions, choose the right tool to help them in class and calm down? Come and learn sensory tools to help students begin to self-regulate in the classroom.

**Danielson 1b, 2c, 2d, 3c**  
**Stronge 5.1, 5.2, 5.4, 6.1**  
**Audience: P, T**

### **Escape Rooms in the Classroom!**

Jodi Rahn and Julie Kodl, Owen-Withee Education Association

Do you have what it takes to Break Out? Based on the popular set-up of escape rooms and sites like BreakoutEDU.com, you can build your own breakout session for your students. Use logic, knowledge, and cooperative skill to solve puzzles with clues that will help the group to "Break Out" before time runs out. This activity can be used in classrooms for introducing a new topic, reviewing information, or building team skills in your group.

**Danielson 1a, 1d, 2b**  
**Stronge 1.2, 1.6, 5.6**  
**Audience: P, A, T**

### **Teaching Students of Poverty**

Jennifer Giedd, Beaver Dam Support Staff Association

This session explores the academic, social and emotional challenges children living in poverty face daily. Teaching styles, classroom environment, curricular adaptations, and family involvement are key aspects of this interactive session.

**Danielson 1b, 1c, 2a, 2b**  
**Stronge 1.9, 3.1, 5.7, 6.1**  
**Audience: P, A, T**

### **Using QR Codes in the Classroom**

Samuel Clausen, La Crosse Education Association

Tips and ideas of how to use QR codes in the classroom. Learn how to create a "Scavenger Hunt" using QR codes. The content and activities are applicable to all grade levels.

**Danielson 1a, 1d, 2b**  
**Stronge 1.2, 1.6, 5.6**  
**Audience: T**

### **Ethical Mentorship of NBCT Candidates**

Lyman Elliott NBCT, Madison Teachers' Incorporated

Would you like to become a member of the profession community of Wisconsin's National Board Candidate Support Providers? This session will discuss some of the ins and outs of providing ethical candidate support and offer participants a look at how they might contribute to efforts currently afoot across the state. You must be an NBCT to attend this session.

**Audience: NBCTs**

## **Session 4 – 2:45 p.m. to 4:00 p.m.**

### **Student Super Session**

Presenter TBD - Handbooks in Employment

Department of Public Instruction Staff – Licensing

Keith Johnson, Principal Nekoosa School District – Hiring Tips and Advice

This expanded session provides Aspiring Educator members the opportunity to learn about interview strategies, that guides them through the job search as well as key components of employee handbooks, negotiations and employee and employer relations. Additionally, presenters will describe licensure procedures and an overview of Educator Effectiveness, Wisconsin's teacher evaluation system. This is a "must attend" for those who are going to be looking for a job in the very near future.

This session is continued from Session 1.

**Audience: A**

### **Instructional Coaching Year One: The Struggle is Real**

Amy Westhuis, New Holstein Education Association

Learn about the success and struggles of an instructional coach during her first year of coaching. Our presenter will define what coaching is and what isn't, explain how to introduce a coach's role to staff, discuss coaching cycles, offer perspective on collaborating with teachers, and share data collected.

**Danielson 4a, 4d, 4e, 4f**

**Stronge 6.1, 6.4, 6.5, 6.6**

**Audience: A, T**

### **Simple Strategies to Manage your Educator Effectiveness Plan**

Andrea Loss, Milwaukee Teachers' Education Association

This session is designed to show participants easy strategies to manage educator effectiveness plans efficiently. Teachers will learn that they are doing meaningful work on a regular basis which can be used as evidence of practice in a very timely manner. Those with access to their plans during the session will be able to input information as we work through the presentation.

**Danielson 3d, 4b, 4e, 4f**

**Stronge 4.3, 4.4, 4.6, 6.5**

**Audience: T**

### **Myths and Realities about Gifted Learners**

Thomas Zigan, WEAC Region 10

What do we really know about our Gifted and Advanced Learners? How can we best serve their needs in our classrooms? Join us for this lively and interactive session that will clarify these questions and more. We will explore the current research and effective practice for working with gifted learners.

**Danielson 1b, 1d, 2a, 3c**

**Stronge 1.2, 3.2, 5.5, 5.6**



**Audience: P, A, T**

### **Teaching Human Rights Outside the Social Studies Classroom**

John Havlicek, La Crosse Education Association

Teaching about history, human rights, and current events engages our students more than ever. We can connect our class to other disciplines and build on prior learning and improving student participation. We will start with an example for world languages (Spanish), that incorporate ideas for science, art, and ELA.

**Danielson 1a, 1d, 2b, 3b**

**Stronge 1.2, 1.4, 1.5, 3.1**

**Audience: P, A, T**

### **How to Support those with Autism in the Classroom**

Deanna Needham, Fennimore Education Association

As an educator have you wondered how to support students with autism in your classroom? With strategies and ideas, this presentation will prepare you to support your learners with autism. You may be surprised as to how some of these strategies can help all learners in your classroom.

**Danielson 1a, 1b, 2b, 2d, 3e**

**Stronge 3.1, 3.5, 5.3, 5.7**

**Audience: P, A, T**

### **Using iCivics in the Social Studies Classroom**

Jane Weidner, Cedar Grove-Belgium Education Association

Participants will be guided through the iCivics website and learn about the potential uses for teaching civics related topics. Time will be given to explore the features of the site, including the curriculum units, individual lesson plans, web quests, and educational games. Participants should bring their own device.

**Danielson 1c, 1d, 3c, 3e**

**Stronge 1.1, 1.4, 2.2, 3.4**

**Audience: A, T**

### **Exciting Board Games in the Classroom**

Bryan Milz, West De Pere Education Association

Games are a valuable teaching resource. During this hands-on presentation, you will see how new and exciting board games can be used in the classroom to improve critical thinking, social skills, and have fun all while socializing with your fellow educators and future educators.

**Danielson 1c, 2a, 2b, 3a, 3c**

**Stronge 2.5, 3.1, 3.4, 5.3**

**Audience: P, A, T**

### **Time Management for Teachers**

Amanda McIlhone, Milwaukee Teachers' Education Association

Time . . . we never have enough of it. Learn some quick tips and tricks to set boundaries and get a better balance of work, play, family, fun and sleep!

**Danielson 4b, 4e, 4f**

**Stronge 6.3, 6.5, 6.6**

**Audience: T**

### **Personalized Learning in Secondary Mathematics**

Eric Anderson, ULE-Kettle Moraine

Each student learns at their own pace in their own way. How do you personalize a learning schedule, create high levels of engagement, have students take ownership of their learning in mathematics, keep

content standards and have the student be career and college ready? Competency-based curriculum, interdisciplinary learning, and more will be explored during this session. Scalable models/methodologies will be shared from KM Perform School for Arts & Performance (a public charter).

**Danielson 1b, 1c, 2a, 4f**  
**Stronge 2.5, 3.2, 3.4, 6.6**  
**Audience: A, T**

**Southern Patriot – Film & Discussion**  
Human Civil Rights Committee Members

***Anne Braden: Southern Patriot*** is a documentary exploring the extraordinary life and legacy of one of the greatest, but least known, American civil rights leaders. Described as *one of the great figures of our time*, Braden left a remarkable legacy as a grassroots organizer, committed journalist, strategist, social chronicler, teacher, and mentor to three generations of social justice activists. Through viewing and discussing this film one will see why educators need to become involved in social and racial justice.

**Danielson 1a, 1d, 2b, 3b**  
**Stronge 1.2, 1.4, 1.5, 3.1**  
**Audience: P, A, T**  
**Sessions 4+ Please note this is a double session running until 5:15 p.m.**

**Professional Learning Facilitator Training**  
Presenter TBD

This session will provide new and experienced National Board Professional Learning Facilitators (PLFs) with the practical knowledge, skills, and tools they need to successfully support candidates during their National Board Certification process. We will explore ways to help candidates elevate how they think about their teaching practice and communicate their effectiveness as related to the standards of accomplished teaching. We will examine professional learning, ethical coaching, and candidate feedback.

**Audience: NBCTs**

**Off-site Tour - The Wisconsin Veterans Museum**  
**Led by a member of the Quality Education Committee & Museum Docents**

Enhance your knowledge and understanding of history. For over one hundred years, the Wisconsin Veterans Museum has connected the past to the present by sharing the stories of Wisconsin's military veterans. Supported by rare artifacts, full-scale dioramas and electronic interactive elements, the Wisconsin's military history unfolds in two galleries of more than ten-thousand square feet. This session requires significant walking and you should be prepared to face the elements of winter. Meet at the registration table promptly at 2:45 p.m.

**Danielson 1a, 2a, 3a, 4c**  
**Stronge 1.7, 1.9, 5.7 6.1, 6.2**  
**Audience: P, A, T**

**Off-site Tour – The Wisconsin State Capitol**  
**Led by a member of the Quality Education Committee & Capitol Docents**

The best way to experience the beauty and grandeur of Wisconsin's Capitol building and the rich resources available to educators is to see it for yourself. In 1836 the first Wisconsin Legislature convened in a rented building in Belmont, WI. A long struggle ensued regarding a permanent location for state government until Madison was selected. Built in 1838, the first Capitol stood for 25 years until it was replaced by a larger building in 1863. After a devastating fire left the second Capitol badly damaged, George B. Post & Sons designed the current Capitol, which was built between 1906 and 1917. The Madison Capitol is distinguished as being the only State Capitol built on an isthmus. This session requires significant walking and you should be prepared to face the elements of winter. Meet at the registration table promptly at 2:45 p.m.

**Danielson 1a, 1d, 3c, 4e**  
**Stronge 1.3, 2.5, 6.4, 6.6**  
**Audience: P, A, T**

## **Sunday**

### **Session 5 –9:00 a.m. to 10:30 a.m.**

#### **Trauma Response – Therapeutic Writing**

Wendy Sondrol, ULE-Mukwonago

Many students are experiencing stressful situations resulting in anxiety. Current research indicates that therapeutic writing is a highly effective approach to helping students process and move forward from trauma. This interactive presentation will provide teachers and ESPs an appropriate means to addressing students' stress within a classroom environment and beyond.

**Danielson 1b, 2a, 2d, 3b**  
**Stronge 1.2, 1.3, 1.7, 5.2**  
**Audience: P, T**

#### **Escape Rooms in the Classroom!**

Jodi Rahn and Julie Kodl, Owen-Withee Education Association

Do you have what it takes to Break Out? Based on the popular set-up of escape rooms and sites like BreakoutEDU.com, you can build your own breakout session for your students. Use logic, knowledge, and cooperative skill to solve puzzles with clues that will help the group to "Break Out" before time runs out. This activity can be used in classrooms for introducing a new topic, reviewing information, or building team skills in your group.

**Danielson 1a, 1d, 2b**  
**Stronge 1.2, 1.6, 5.6**  
**Audience: P, A, T**

#### **Introduction to Love and Logic**

Rene Blazel, Monica Helfenbein, Patty Kolb, Whitney Colby & Amy Bratel, Milwaukee Teachers' Education Association

Preserve the learning environment AND your sanity! Avoid power struggles! To learn how, join us for an introduction to *Love and Logic* for educators. *Love and Logic* shows how to increase students' independence in taking responsibility and problem solving. Renew the fun in teaching by limiting the chaos and stress.

**Danielson 2a, 2b, 2d, 3a, 4c**  
**Stronge 5.1, 5.3, 5.7, 6.1**  
**Audience: P, A, T**

#### **Community Projects: Real Learning for the Real World**

David Doering, Bayfield Education Association

There are not many projects that are a win-win-win-win situation. However, when you get students excited to design and build a community feature, then parents, local businesses, administration, and community members - everyone benefits. This presentation will focus on the steps for carrying out a community project with your students from planning, funding, resource allocation, time management, and generating public awareness.

**Danielson 1a, 1c, 3c, 4d**  
**Stronge 1.6, 1.8, 3.1, 3.2**  
**Audience: T**

### **Being Culturally Responsive, But How Do We Do It?**

Jill Prushiek, University of Wisconsin-Eau Claire

Using the work of Dr. Gloria Ladson-Billings, this presentation will ask participants to reflect on what it means to be culturally responsive, examine their current practices and beliefs through small and large group discussion, and create a plan of action for future teaching and learning.

**Danielson 1a, 2a, 3a, 4c**

**Stronge 1.7, 1.9, 5.7 6.1, 6.2**

**Audience: P, A, T**

### **Self-Regulation in the Classroom**

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Do you have students who can't seem to sit still, listen, follow directions, control their emotions, choose the right tool to help them in class and calm down? Come and learn sensory tools to help students begin to self-regulate in the classroom.

**Danielson 1b, 2c, 2d, 3c**

**Stronge 5.1, 5.2, 5.4, 6.1**

**Audience: P, T**

### **Teaching Students of Poverty**

Jennifer Giedd, Beaver Dam Support Staff Association

This session explores the academic, social and emotional challenges children living in poverty face daily. Teaching styles, classroom environment, curricular adaptations, and family involvement are key aspects of this interactive session.

**Danielson 1b, 1c, 2a, 2b**

**Stronge 1.9, 3.1, 5.7, 6.1**

**Audience: P, A, T**

### **Creating Meaningful SLOs & PPGs that work for both YOU and your STUDENTS!**

Elizabeth Kysely & Paula Hase, Wausau Education Association

Are you struggling with the Educator Effectiveness writing process? Do you need time to work with other professional educators in your content area to brainstorm ideas? BYOD – Bring Your Own Device – hands-on activities will be built into the session to network with others and get the job done!

**Sessions 1 & 5**

**Danielson 3d, 4b, 4e, 4f**

**Stronge 4.3, 4.4, 4.6, 6.5**

**Audience: T**

### **Fiction and Non-fiction in Social Studies to Enhance Content and Content Literacy**

Anita Thayer, Sauk Prairie Education Association

Using a variety of fiction and non-fiction in social studies can enhance student understanding of the content and serve as a tool to model thinking, reading and writing like an historian. Participants will be offered a variety of literature based activities developed to engage students in US history curriculum. Activities are easily adaptable to all content areas.

**Danielson 1a, 1d, 1e 3c**

**Stronge 1.1, 1.2, 1.4, 1.8**

**Audience: A, T**

### **Myths and Realities about Gifted Learners**

Thomas Zigan, WEAC Region 10

What do we really know about our Gifted and Advanced Learners? How can we best serve their needs in our classrooms? Join us for this lively and interactive session that will clarify these questions and more. We will explore the current research and effective practice for working with gifted learners.

**Danielson 1b, 1d, 2a, 3c**  
**Stronge 1.2, 3.2, 5.5, 5.6**  
**Audience: P, A, T**

**Fighting Fake News – Using *The New York Times* in the Classroom**

Bryan Milz, West De Pere Education Association

At a time when everyone's talking about "fake news" we would like our students to seek trusted sources and think critically about current events. We will explore the tremendous amount of resources available for free through *The New York Times* and *The New York Times Learning Network*. This session is geared for middle and high school teachers of all subjects.

**Danielson 1d, 1e, 3, b, 3c**  
**Stronge 1.3, 1.6, 2.1, 2.5, 5.4**  
**Audience: P, A, T**

**An Introduction to National Board Certification**

Valerie Morey, Kari Morey, Racine Educators United Council

This presentation is an overview on the process for becoming a National Board Certified Teacher. We will go over the timeline, cost, expectations, benefits, time commitment, and other pertinent information. We will also have time for questions and offer contact information for future questions and assistance.

**Danielson 1a, 1b, 2c, 3c, 4a**  
**Stronge 4.3, 5.1, 5.5, 6.5**  
**Audience: T**

