

**Educational
Service
Unit #13
SOAR's
Mid-Winter
Conference
2011**

**Supported by:
Core Service
NDE CIP
Special In-Service**

**Really great people
make you feel that
you, too, can become
great.”**

Mark Twain

**This conference is focused
on supporting educators to
increase student engagement
and motivation.**



**MONDAY, February 21, 2011
Sessions: 9:00 A.M. - 3:00 P.M.
Locations in Scottsbluff/Gering**

Sites will be announced following final registration. All sessions will be in Scottsbluff/Gering at host sites. (i.e. Gering Civic Center, Scottsbluff Hampton Inn, WNCC-HATC, Trails West and ESU#13.) Some sessions are all day.

Schedule:

8:00-8:45 AM	Hospitality
9:00-11:30 AM	Sessions begin
11:30-12:30 PM	Lunch provided
12:30-3:00 PM	Sessions resume
3:00	Dismissal

Select Your Session:

Byrne	Blaydes Madigan	Archer	Adkins	Glodoski	Humphrey/ Soper	Russell	Urban	Henning	Borden	Robbins/ Palmer	Elley	Peden/ Wasserburger	Woodland	Blair	Huitt	
#1a.m. #2 p.m.	#3a.m. #4 p.m.	#5a.m. #6 p.m.	#7a.m. #8 p.m.	#9a.m. #10p.m.	#11a.m. #12p.m.	#13a.m. #14p.m.	#15a.m. #16p.m.	#17a.m. #18p.m.	#19a.m. #20p.m.	#21a.m. #22p.m.	#23a.m. #24p.m.	#25a.m. #26p.m.	#27a.m. #28p.m.	#29a.m. #30p.m.	#31a.m. #32p.m.	
Palmer	Ringenberg	Irvin	Phillips	Oliver	Osberg	Peters	Vanderwood	Clemens	Brough	Hill	McDermott/ Quate	Parscale	Partnership for Deaf	Karas Fee \$70	Warakomski Fee \$25	Mailander Fee \$65
#33a.m #34p.m	#35a.m #36p.m	#37a.m. #38p.m.	#39a.m. #40p.m.	#41a.m. #42p.m	#43a.m. #44p.m.	#45a.m. #46p.m.	#47a.m. #48p.m.	#49 All day	#50 All day	#51 All day	#52 All day	#53 All day	#54 All day	#55 All day	#56 All day	#57 All day

Pre-registrations due by January 7th!

ESU members pay a \$15.00 fee. (Except Sessions #55, #56, and #57 which have additional fees) Fee includes lunch and can be billed to your district. Districts are asked to register staff all at one time. To register, complete form on last page and fax to ESU #13, attention SOAR @ 308-635-0680, email: soar@esu13.org

Richard Byrne presents...



AM Session #1: 24/7 Learning: Using Web-Based and Mobile Applications to Increase Student and Parent Engagement

This workshop is intended to expose participants to a wide array of free web-based and mobile applications that can increase student and parent engagement. Participants will explore tools and strategies that will enable them to more efficiently communicate with students and parents. Some of the resources and strategies that participants will explore include leveraging popular platforms such as Facebook for educational use, making learning mobile, organization tools for students, and turning “traditional” classroom projects into 21st Century learning experiences

PM Session #2: Info Everywhere! Tools Everywhere—What’s Good and What’s Not!

Today’s modern internet provides students with a wealth of information that is far easier to access to than it was just ten years ago. Likewise, the modern internet provides teachers and students with an abundance of ideas for consuming and creating information. These developments present all educators with the challenge of creating students that are savvy consumers and producers of information. Richard will share ideas that will help educators address this challenge. As a practicing classroom teacher, Richard shares his ideas from an “in the trenches” perspective.



RICHARD BYRNE’s full-time job is teaching US History and Civics to high school students at Oxford Hills Comprehensive High School in South Paris, ME. In the past he also taught courses in global studies and English/ Language Arts. He believes that when used correctly, technology has the power to improve student engagement and student achievement. He believes that technology gives teachers the ability to form powerful, global, professional learning communities. In 2009 He was nominated for an Edublogs "Lifetime Achievement" Award. He is a Google Certified Teacher. Richard trains on the use of video creation tools in all subject areas as well as classroom uses for Google Earth, Google Maps, Google Books, Google Search, and developing an online personal learning community.

Jean Blaydes-Madigan presents...



AM Session #3: Energize, Engage, Enrich-Enjoy!

How do you motivate the unmotivated? Can you increase learning power? Find the answers in this highly energetic, interactive presentation that summarizes the recent brain research that links movement to learning and shows how it translates into classroom practice. Come learn kid-tested and kid-approved short, quick, fun lessons that teach reading, math, social studies and science kinesthetically. Professionals will gain insight into how action based learning reinforces cognition based on the brain research that supports the link of movement to learning. Gain a basic understanding of how students learn, based on recent brain research findings, and insight into individual student strengths and how to fulfill the needs of each child through movement. Experience how learning academic content can be facilitated through kinesthetic teaching strategies using movement and music.

PM Session #4: Motivate the Teenage Brain!

The teenage brain is different from an adult and a child's brain. Is it true that hormones affect learning? Recent brain research gives incredible insight to the complicated workings of the teen brain and body. This energetic interactive presentation will give valuable information and activities that will enable teachers and parents to better understand teenage behavior and learning.



JEAN BLADES- MADIGAN is an internationally known educational consultant, speaker and author on the subject of how brain research supports the link of movement to enhanced learning. She has made hundreds of presentations internationally in 10 foreign countries and nationally in all 50 states. Jean taught for 27 years in the classroom, in Physical Education and as a college professor. Her excellence in teaching is recognized by awards such as Richardson ISD Teacher of the year, Texas AHPERD Teacher of the Year, and one of six National Elementary Physical Education Teacher of the Year representing 13 states in the Southern District. Jean received the 2005 PE4Life Advocacy award. Jean's book, Thinking on Your Feet, provides strategies for teaching academic standards kinesthetically to improve student performance. Jean and Cindy Hess created the Action Based Learning Lab to give the early brain an advantage for learning. Jean is featured in 2 videos, How to Make Learning a Moving Experience and Teaching the Teen Brain, and has appeared on TV and radio advocating the importance of children's health and learning. Her dynamic, interactive presentations will have you on your feet experiencing learning through movement and making valuable applications that enhance cognition to give students an advantage to learn.

Anita Archer presents...



AM Session #5: Engagement Strategies for Written Expression for Struggling Older Writers

Do your students have difficulty composing a meaningful sentence, a coherent factual paragraph, a detailed descriptive paragraph, a convincing argument, or a well-organized essay? If so, join us and come away with effective teaching procedures and materials. Composing written products is a demanding skill for any individual, but is particularly difficult for struggling students. Dr. Archer will present a model that divides written expression instruction into two components: 1) teaching the attributes of the written product and illustrating it with an example (**WHAT**), and 2) teaching the process of writing using writing frames, strategies, and think sheets to scaffold the writing process (**HOW**). These instructional components will be demonstrated with a number of written genre. In addition, participants will be introduced to a strategy for writing: P= Prepare, O=Organize, W=Write, E=Examine, R=Revise

PM Session #6: Engagement Strategies for Written Expression for Struggling Older Writers (repeat)



ANITA ARCHER is best known for her ability to model and lead teachers to use quality instructional techniques. Dr. Archer serves as an educational consultant to school districts on effective instruction, classroom management, reading and writing instruction, and design of effective literacy programs. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards including the 2006 Leadership Award from the University of Oregon College of Education. Dr. Archer has been a faculty member at San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction. She coauthored Skills for School Success, a study skills program for elementary and middle school students, Advanced Skills for School Success, and REWARDS, a program to teach students advanced decoding and fluency skills, and REWARDS PLUS and REWARDS Writing with Dr. Mary Gleason. She also coauthored Phonics for Reading and most recently, a textbook on explicit instruction with Dr. Charles Hughes.

Megan Adkins presents...



AM Session #7: Drowning in Technology? PE Multimedia for the Unsavvy

Studies show many teachers have negative attitudes toward the use of technology due to being uninformed of where to find the multimedia tools and how to use the equipment in an efficient, and practical way. This session will provide a “technology intervention,” where improvement in competency of the use of multimedia tools will be delivered. The focus of the presentation will be on a wide variety of multimedia applications and tools available to physical education teachers today, and will seek to demonstrate how these technologies can be best utilized in a physical education classroom. Participants will gain insight into a variety of tools through explanation and hands-on exploration.

PM Session #8: Game On! Playgrounds, Programs, and Assessment!

Physical Education classes, recess, before/after school programming, or mini “energizers” throughout the day can provide an avenue to improve physical fitness for all students. This interactive session will implement cross-curricular activities, various school activity programs, and numerous ready to use activities (with assessment) for elementary and middle school teachers.



MEGAN ADKINS brings years of practical experience from the public school system prior to moving into teaching at the collegiate level at the University of Nebraska-Kearney. Currently, Megan primarily works with undergraduate students in the Physical Education Teacher Preparation program teaching elementary and secondary methods courses, motor development, dance/rhythmics, and adapted physical education. Megan has presented at numerous workshops and conferences across the country and was recognized as the Outstanding Teacher for the College of Education at the University of Nebraska-Kearney this past spring. Along with her teaching endeavors, Megan recently completed her presidential term for the Nebraska Association of Health, Physical Education, Recreation and Dance (NAHPERD). She is also completing her doctoral degree from the University of Nebraska-Lincoln in the area of Instructional Technology. Megan’s philosophy of making all activities relevant, and developmentally appropriate creates a learning environment that yields success and positive attitudes towards physical activity.

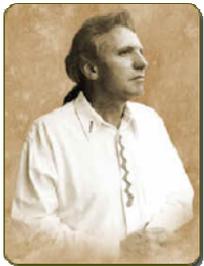
Ron Glodoski presents...



AM Session #9: Motivating Unmotivated Students

This program is designed for teachers, administrators, juvenile justice and mental health workers. The program will focus on 10 steps for how to work with kids most at risk, five positive behavior intervention strategies and dealing with bullying, fighting and teasing.

PM Session #10: Motivating Unmotivated Students (repeat)



RON GLODOSKI is a leading national expert on Bullying, Substance Abuse and Resiliency. His personal triumph over abuse issues, a traumatic brain injury and learning disabilities provides practical solutions the challenges confronting our youth today. His book, *How To Be A Successful Criminal: The Real Deal on Crime, Drugs, and Easy Money* has received national acclaim by parents, educators, administrators, judges, police officers, counselors and social workers Today, Ron is dedicated to helping others transform their lives.

Jami Humphrey and Kim Soper present...

AM Session #11: Engaging Students One Fold at a Time for Social Studies and Vocabulary for Grades 3-12



In this fun and fast-paced session, learn how to use Dinah Zike's Foldables—interactive, hands-on graphic organizers to revolutionize the way you teach and the way your students study. Learn how to strengthen skills and make super study aids that will enhance student comprehension and engage learners. Participants will make their own examples and learn strategies for implementing this effective tool. This session will focus on social studies, geography and vocabulary.

PM Session #12: Engaging Students One Fold at a Time for Math for Grades 3-12

More ways to use Foldables to energize your classroom with an alternative to photocopied worksheets. Learn how to use this brain-friendly tool to enhance involvement and increase memorable note-taking and problem solving. Participants will make and take their own examples that can be implemented into their curriculum immediately. This session will focus on mathematics.



JAMI HUMPHREY currently serves as the Cross-Curricular Director at the Dinah Zike Academy, overseeing the instruction for workshops, institutes, and seminars on Foldables® (3-D graphic organizers) for instructors and teachers from all over the country. She has taught at levels from elementary through high school and has worked as a curriculum writer and interventionist for secondary reading/language arts. Jami's diverse experience includes working with ESL, GT, and low-economic populations of students.



KIM SOPER serves as a consultant science teacher in a science education project funded by the National Institutes of Health. This project works with schools and teachers on six Indian reservations in Nebraska and South Dakota, helping to re-energize teachers and improve their science instruction. She spearheaded the development of award winning lab safety posters, a role model poster series, and ethnobotany curriculum and led the organizing effort for the teacher professional development workshops for the SEPA grant.

Melody Russell presents...



AM Session #13: Removing the Permission to Forget

Too often teachers spend the first 2-3 months of a school year reviewing content students should have already learned. Students also often feel once the chapter test is taken, they are no longer responsible for the material. During this session, participants will be shown the L to J process of reviewing and previewing material during the school year to eliminate the 2-3 months of review and the thought by students that the material is no longer relevant. Teachers will be shown how to help make students accountable not only for the material taught in their class, but also previously learned material. Ms. Russell is a math teacher, but the content of this session is relevant to all teachers of all subjects.

AM Session #14: Removing the Permission to Forget (repeat)



MELODY RUSSELL is a 7th/8th grade math teacher at Gering Junior High. She holds an Associate of Arts Degree from Scottsdale Community College, a Bachelor of Science Degree from Arizona State University, a Master of Arts Degree from Chadron State College, and a middle grades endorsement from Chadron State College. She has utilized the L to J process in her classroom for 4 years to promote constant content review. She has worked with Dr. Lee Jenkins, national promoter for the process, on numerous occasions. She is the author of the book “Continuous Improvement in the Mathematics Classroom”, which shares with the reader the L to J process and how it works for her.

Hal Urban presents...

AM Session #15: Lessons from the Classroom **20 Things Good Teachers Do**



This presentation is based on Hal's new (Spring 2008) book of the same title. Both the book and the presentation are for teachers at all grade levels, and they're upbeat, lively, funny, and practical! The focus is on creating a “Caring Community” on the campus and in the classroom. It's about helping kids develop solid character traits while maintaining high academic standards. It's about bringing out the best in them: positive attitude, good manners, kind words, hard work, clean humor, and honesty. Urban, the author of the best-selling *Life's Greatest Lessons* and an award-winning public school teacher for 35 years, will share with us his simple, practical, and do-able strategies for helping teachers become their best and for bringing out the best in their students.

PM Session #16: Lessons from the Classroom **20 Things Good Teachers Do (repeat)**



HAL URBAN was a high school teacher for many years and also taught at the University of San Francisco . He has done post doctoral work at Stanford University in the Psychology of Peak Performance. He is a well-known leader in character education. He is a well-known leader in the Character Education movement. Dr. Urban has been on the speaking circuit since 1995. He has traveled more than a million miles, and has made more than 800 presentations in thirty-five states and in five foreign countries. One of his presentations was a keynote address in the Great Hall of the People in Tiananmen Square in Beijing, China. He speaks to teachers at all grade levels, students of all ages, and parents. Dr. Urban is the author of several books, including, *Lessons from the Classroom: 20 Things Good teachers Do*; *Positive Words/Powerful Results*, and *Choices That Change Lives*.

Judy Henning and Dr. Sherry Crow present...



AM SESSION #17: Teaching for Learning and the School Library: Development

The morning session will focus on Chapter 5: “Teaching for Learning and the School Library,” including hands-on experience with the “2010-11 AASL Best Websites for Teaching and Learning.” Also covered in the morning session: Chapter 1: “Leadership for School Library Program Development,” Chapter 6: “Collection Development: Managing School Library Resources,” and Chapter 7: “School Library Facilities.” These sessions will also include an Overview of the Guide for Developing and Evaluating School Library Programs. Panhandle media specialists, Laurie Bauer, Ruth Walker and Sandy White, also part of the writing team, will assist with the overview of the “Nebraska Guide.”

PM SESSION #18: Teaching for Learning and the School Library: Personnel

The afternoon focus will be overviews of Chapter 2: “Preparation of School Library Professionals,” Chapter 3: “Preparation and Training of School Library Paraprofessionals,” and Chapter 4: “School Library Personnel and Evaluation.” The afternoon session will conclude with a round table discussion of the Guide, focusing on implementation in individual school library media centers in the Nebraska panhandle.



JUDY HENNING has a total of more than 21 years of teaching experience in Nebraska schools. She is currently the Director of Media Services, K-12, for Kearney Public Schools and the Media Specialist at Kearney High School. Judy is a member of AASL, LAL, ISTE, NEMA, and NLA. She is also a trainer for Learning4Life.



SHERRY CROW, PhD., teaches in the education department for UN-K and is a Nebraska Library Commissioner and has written many articles including, “What motivates a lifelong Learner” and information Literacy: What’s Motivation Got to Do With It?

Thom Borden presents...



AM Session #19: Treasures of Literacy: Using Children's Literature in the Music Classroom

This session will provide participants the opportunity to implement music concepts and skills using a collection of new and favorite children's literature selections. A list of the books will be available. Reading initiatives will also be included. Orff activities, movement opportunities and singing games will definitely provide each teacher with new ideas for the classroom. Wear comfortable shoes! (K-6)

PM Session #20: Treasures of Literacy: Using Children's Literature in the Music Classroom (repeat)



THOMAS BORDEN has a B.S. in Music Education and an M.A. in Education; continued studies include an E.L.L. endorsement. Thomas has studied music, dance, and movement in Europe. While providing a variety of teaching strategies, storytelling is a favored request. As a Music Consultant for McGraw-Hill and past-member of the National Association of Storytellers, Thomas shares classroom experiences while incorporating a performance perspective. He is currently President-Elect of the Chicago Orff Chapter. A former Chicago music teacher, THOM BORDEN completed his Orff Master Level under Jos Wuytack and has studied music and movement in Europe. As a clinician and Music Consultant for Macmillan/McGraw-Hill and past-member of the National Association of Storytellers, Thom's sessions incorporate a performance perspective. Thom was a clinician at the 2004, 2007, 2008 and 2010 AOSA Conferences, 2008 and 2010 Early Childhood Music and Movement Conference, 2008, 2009 and 2011 OAKE Conferences, and the 2008 Australian Orff Conference in Melbourne. Thom is the past-president of the Chicago Orff Chapter and presents annually at many state educators' meetings. He recently published selected Orff arrangements in the Macmillan/McGraw-Hill series, *Spotlight on Music*.

Heather Robbins and Jolene Palmer present...



AM Session #21: Hey buddy, can you spare a dime, or at least a little change?

Positive Behavior Support (PBS) is an internationally recognized research-based process which has evidence indicating schools who implement it have an increase in overall school success by students and teachers while decreasing challenging behaviors particularly in high poverty, high mobility, and low achieving schools. This has been achieved through a systemic and systematic process where teams meeting readiness criteria are selected to progress through a pre-scripted professional development model aimed at developing school-wide, classroom and targeted and individual strategies for creating a common language and high expectations throughout a school. It is a process which involves all school staff, and all students in all settings. This session will introduce basic elements of PBS, some of the philosophies, and the professional development model which is utilized in Nebraska.

PM Session #22: Hey buddy, can you spare a dime, or at least a little change? (repeat)



HEATHER ROBBINS has been enthusiastically working with students with emotional and behavioral disorders for more than twenty years. She holds certification in elementary, special education, and behavioral support. She has worked with students at all grade levels, first in a residential treatment center, followed by seven years teaching for the Bureau of Indian Education (BIE). Heather then spent six years working as a Behavior Support Specialist for the BIE, serving as an early adopter of Positive Behavior Support practices and guiding several schools to full implementation of PBS. From 2003 to 2006 Heather worked in conjunction with Dr. Jeff Sprague from the Institute on Violence and Destructive Behavior (IVDB) at the University of Oregon to bring PBS practices to BIE schools in NM, AZ, SD and MN. Currently Heather consults with schools in AZ, CA, NE, NM, SD, and WY and works for IVDB with schools in GA, LA, NC and TX.



JOLENE PALMER is a recovering teacher and elementary principal who can relate to you how important an effective school climate is in developing a framework for meeting all students' learning needs. Jolene is the project coordinator for the Positive Behavior Support process in Nebraska through the Department of Education. She is here today to share information about PBS and help participants learn more about the Nebraska process of becoming involved.

Trooper Chuck Elley presents...



AM Session #23: Current Drug Trends in Nebraska

This presentation will show how these drugs impact our communities. If your community has a high crime rate, you have a serious drug problem. Drug abuse comes from many sources including legal over the counter and prescription medication. These drugs play a huge role in pornography, child and spouse abuse and many other crimes. Learn what methamphetamine is and how it compares to cocaine; the long and short term damage that methamphetamine can cause to the body; why methamphetamine is so addictive; six personal safety tips with dealing with people under the influence of drugs; what “Club Drugs” are signs and symptoms; how marijuana has changed and the new legal type of marijuana called “Spice/K2; and learn about many other drugs that are currently being abused in Nebraska. Most importantly, learn how you can make a difference

PM Session #24: Current Drug Trends in Nebraska (repeat)



TROOPER CHUCK ELLEY is a 24 year veteran of the Nebraska State Patrol stationed in Scottsbluff. He has experience in traffic enforcement, drug and criminal investigations and worked intelligence tracking criminals from state to state. He is currently the Community policing Trooper for Troop E. He is responsible for identifying problems in communities and using available resources to help solve those problems.

Lisa Peden and Hilary Wasserburger present...

AM SESSION #25: The 3 R's of Dating Violence

Dating relationships start younger than we may realize: nearly half of 11- to 14-year olds have been in a dating relationship. First, significant levels of abusive behavior are reported in tween dating relationships, and teens report that abusive behavior increases dramatically in the teen years (age 15-18). Second, in this interactive session participants will look beyond the standard R's of reading, writing and arithmetic and learn how to: Recognize the warning signs of teen dating violence; Respond to victims and their dating partners appropriately; and Reinforce respectful relationships through specially designed unit/lesson plans and classroom activities



PM SESSION #26: The 3 R's of Dating Violence (repeat)



HILARY WASSERBURGER is the Executive Director of the DOVES Program. She graduated Magna Cum Laude from the University of Nebraska – Omaha & Lincoln with a Bachelor of Science degree in Criminal Justice and a minor in Communication Studies. Hilary is responsible for the overall program operation. She maintains the fiscal records, writes grants, and prepares and submits monthly budget reports in addition to providing direct client services, trainings, public awareness and networking with other agencies. Hilary has served as the Executive Director since 2001.



LISA PEDEN is the Prevention Coordinator for the DOVES Program. She graduated Cum Laude from the University of Nebraska - Kearney with a Bachelor of Arts in Translation and Interpretation of Spanish and a minor in Organizational Communication. Lisa provides numerous presentations and trainings to a wide range of groups from pre-school classrooms to civic organizations. She coordinates public awareness activities for the entire program and implements these activities in Scotts Bluff and Morrill counties. In addition, Lisa provides direct client services to Spanish speaking individuals. Lisa has been employed with the DOVES Program since 2002 and has been working in this field since 1997.

Jim Woodland presents...



AM SESSION # 27: Nebraska Science Standards and State Science Assessments

This session will provide science educators with an overview of the new Nebraska Science Standards and the NeSA Science test which will be piloted this spring. Topics to be covered will be concepts and skills included in the standards, K-12 articulation of the science standards, alignment to assessments and curriculum, and impact on the three-year science high school graduation requirement.

PM SESSION # 28: Characteristics of Effective Secondary Science Teaching (6-12)

There has been much debate over what constitutes effective science instruction. This workshop will provide an overview of the elements of effective science instruction described in the National Research Council's *How People Learn* (2003) and *How Students Learn: Science in the Classroom* (2005). Participants will experience model lessons and have an opportunity to incorporate these strategies into their own lessons.



JIM WOODLAND has served as the Director of Science for the Nebraska Department of Education (NDE) since 1986. Prior to that time, he was an Instructor of Science Education at the University of Nebraska-Lincoln for three years. He began his career in science education as a science teacher for Fremont Public Schools. In the thirteen years he was at Fremont he taught science classes in grades 8-10 including general science, earth science, physical science, and biology. His duties at NDE include the coordination, development, and implementation of Nebraska Science Standards and Assessments, and technical advisor for science NCLB, Title II Math/Science Partnership Grants. In addition he coordinates various teacher and student awards and competitions including the Presidential Award for Excellence in Science Teaching, the Nebraska Junior Academy of Sciences, and Nebraska Science Olympiad. For the past five years he has served as a national science facilitator for the Web Alignment Tool, a process to document alignment between state standards and assessments.

Nancy Blair presents...



AM Session #29: Strategies to Engage and Motivate from High Schools That Work

Explore the Key Practices from the High Schools That Work and Making Middle Grades Work frameworks that support increases in student engagement and motivation. A variety of strategies will be presented through model lessons. Each instructional segment will include a participant analysis of what was done and why it worked. Come see these instructional strategies in action.

PM Session #30: Putting the Pieces Together

Education is a complex process that requires a balance of many elements provide quality instruction. Participants will examine how classroom management, literacy strategies, cooperative learning, and formative assessment interact to increase student engagement and motivation to learn. Work through lessons that blend all these instructional elements together into a seamless lesson sequence that maximizes learning opportunities.



NANCY BLAIR is a school improvement consultant who frequently works with the High Schools That Work and Making Middle Grades Work initiatives of the Southern Regional Education Board. She received both her BA in Liberal Studies and MA in School Administration from California State University in San Bernardino, California and her Ed.S. in Educational Leadership from Georgia State University. Nancy served eight years in the USAF as an air traffic controller before attending college as an adult and embarking on a career in education. She primarily taught English and reading and was a middle school administrator in both Southern California and Georgia before working fulltime with SREB. Recently, Nancy left SREB to begin an independent consulting business. She tweets about educational resources and issues as @blairteach.

Marty Huitt presents...



AM Session #31: BIST: Behavior Intervention Support Team

This presentation will provide information about the Behavior Intervention Support Team. It is a model that allows our adult school community to work with the most difficult children in a way that can create unity for the adults and life changes for the students. This session will focus both on the philosophy of this model as well as the logistics that make it possible in the public school setting.

PM Session #32: BIST: Behavior Intervention Support Team **(repeat)**



MARTY HUITT has been an educational consultant with the BIST team since 1997 and the BIST director since 2003. Marty earned her BSE in Physical Education and Health with certification in Behavior Disorders from Missouri Western State University. She received her Masters Degree in Administration from Central Missouri State University. Her experience includes teaching students with behavior disorders at both Marillac Center for Children and at the Liberty School district. While teaching in Liberty, Marty had the opportunity to utilize BIST in her classroom, as well as to facilitate the implementation of the model throughout the junior high building.

Erik Palmer presents...



AM SESSION #33: Interactive Whiteboards Elementary

Interactive whiteboards can enliven the classroom and engage students. However, the potential for these devices to significantly influence student learning will only be realized if we use them to increase and enhance—not replace—research-based instructional and assessment strategies. This workshop builds on three bodies of work by Dr. Robert J. Marzano: recent groundbreaking studies of interactive whiteboards and clickers; instructional strategies from *The Art and Science of Teaching* and the latest cutting-edge book *Formative Assessment & Standards-Based Grading*. Learn how whiteboards can help teachers to: **engage** students and then keep them engaged cognitively; Keep students focused on powerful **learning goals** more so than on the activities or the “wow” factors of the technologies; Use **nonlinguistic and interactive** strategies to build student understanding of essential content.; Increase **student interaction** with knowledge and with each other; Maximize **student understanding** of, and ability to retain, new knowledge; Increase the use of **cognitively challenging tasks** as students apply what they are learning; Integrate **multimedia and Internet resources** to provide dynamic learning experiences. The goals of this workshop are focused on instruction and assessment strategies that can be used with any interactive whiteboard or learner response system. You are welcome to bring your laptop with your own whiteboard software.

PM SESSION #34: Interactive Whiteboards Secondary

This session will repeat with a focus on secondary examples.



ERIK PALMER comes from Solution Tree and is an educational consultant from Denver, Colorado. He has worked with teachers across the United States and Mexico showing practical ways to move from being overwhelmed by technology to using technology in their classrooms. Palmer focuses on two topics: effectively implementing technology in every classroom and improving student oral communication. Palmer is the author of several articles and the author of two books: *Teaching Speaking—To Any Age, For Any Purpose* (2010) and *Well-Spoken* (in production at Stenhouse Publishers for Spring 2011). Prior to becoming a consultant, he spent 21 years in the classroom, primarily as an English teacher but also as a teacher of math, science, and civics, and was a Teacher of the Year in the Cherry Creek School District. His educational background includes Oberlin College (BA), University of Denver Law School, and the University of Colorado (MA). Palmer brings a passion that education needs to be relevant and fun.

Carol Ringenberg presents...



AM SESSION #35: Today's class.com

This session for Health Science, Family and Consumer Science and Human Service and Education teachers will focus on a product called on Today's Class.com. Today's Class is a online health science instruction tool. The program's 13 modules illuminate key healthcare concepts through interactive exercises and animations. Throughout the program images and audio-enhanced experiments respond to student input, recreating the hands-on approach of lab work. This online teaching tool is provided to Nebraska schools free of charge through Partnerships For Innovation (PFI). Bring a lap top!

PM SESSION #36: Today's class.com (repeat)



CAROL RINGENBERG joined the Nebraska Department of Education as a curriculum specialist in the areas of Health Science, Family and Consumer Science and Human Services and Education in May of 2010. Before that time she worked both in the utility industry and higher education an Extension Educator for the University of Nebraska. Carol holds her Associate Degree in Family and Consumer Science from McCook Community College and both Bachelors' and Masters' degrees in Education from UN-L. As a native to rural south central Nebraska, Carol feels that the canyon country in southern Gosper County is the most beautiful place on earth, no matter what the weather!

Judith Irvin presents...



AM Session #37: Integrating Literacy and Learning in the Content Area Classroom

This session will utilize a vignette, a case study, and demonstration lessons that illustrate effective literacy support in math, social studies, and science classrooms. This will be an interactive session and participants will leave with several ideas about how to integrate literacy with learning for middle and high school students.

PM Session #38: Integrating Literacy and Learning in the English/Language Arts Classroom

Focus on effective literacy support for English and language arts through a different vignette, a case study, and demonstration lessons. This will be an interactive session and participants will leave with several ideas about how to integrate literacy with learning for middle and high school students.



JUDITH L. IRVIN is currently a Professor at Florida State University and serves as the Executive Director of the National Literacy Project. She has written and edited numerous books, chapters, and articles on adolescent literacy and has developed comprehensive rubrics and strategies to lead a staff to enhance their literacy plans. Judith is known for sharing practical suggestions for developing a vision for literacy at the secondary level.

Warren Phillips presents...



AM Session #39: Worksheets Don't Grow

Dendrites: 20 Instructional Strategies that Engage the Brain

Co-author, Warren Phillips conducts a fun, informative workshop using the 20 brain-based instructional strategies that will transform classrooms! In order to maximize memory and minimize forgetting, we must teach students the way they learn! Increase learning for students when strategies like drawing, metaphor, music, and storytelling are used to teach curriculum objectives and meet national standards. Ensure that brains retain key concepts, not only for tests, but also for life!

PM Session #40: Sing-A-Long Science

National Hall of Fame science teacher, Warren Phillips, uses his science songs to teach important concepts that students will never forget! Warren will use movement and music to demonstrate how science standards can be fun! Important brain information will be presented along with research on how music affects the brain to enhance learning.



WARREN PHILLIPS is presenting as an associate of Marcia Tate, author of this book by this same name. Warren Phillips is a seventh grade science teacher in Plymouth, where he's taught for 33 years. He has a B.A. in Earth Sciences, an M.A.T. in Teaching Physical Sciences and an M. ED. in Instructional Technology from Bridgewater State College in Bridgewater, Mass. He is a certified JASON Project teacher trainer and was selected as a finalist for the Massachusetts Presidential Award in 2001, 2002, and 2003. In 2004, Warren was selected for a DisneyHand Teaching Award, honoring creativity in teaching. From the 39 DisneyHand teachers, he was selected as Middle School Teacher of the Year, an honor he treasures. In 2005, Warren was a contestant on Who Wants To Be A Millionaire. His essay about teaching is featured in the NSTA monograph entitled Exemplary Science in Grades 5-8: Standards-Based Success Stories.

Bruce Oliver presents...



AM Session #41:

Why Didn't I Learn This in College?

This title is in no way meant to condemn those who direct our collegiate experiences. The realities are that we may well have studied these topics and earned a good grade on a test over the theoretical aspects of this information but had no hooks on which to hang the information, that we took an alternative approach to entering the profession, that our focus was elsewhere at the time or perhaps, in fact, it was not taught. Whatever the case may be, teachers new to the classroom clearly need support and the opportunity for collegial discussions during their first years of classroom work. Focus: What is a learning-centered environment and what do I do to create such an environment? How do I translate "beginning with the end in mind" into planning and pacing for the year, the unit, and the lesson? What are systems, procedures, and routines for organizing my professional and instructional materials, the learners, and the classroom learning environment?

PM Session #42:

Why Didn't I Learn This in College? (repeat)



BRUCE OLIVER is an associate of Paula Rutherford. Bruce, an ASK Group Senior Consultant, lives in Burke, Virginia. He is the author of *Just for the ASKing!*, the highly acclaimed monthly e-newsletter published on the Just ASK website. Over 24,000 educators subscribe to this newsletter. Bruce uses the knowledge, skills, and experience he acquired as a teacher, professional developer, mentor, and middle school principal as he works with school districts. He works at the district and school level with leadership on establishing professional learning communities and leading in a standards-based environment. Areas of focus for instructional staff include teaching and learning in a standards-based environment, making assessment a learning experience, differentiation, and new teacher induction. Bruce represents Just ASK at state and national conferences. He holds a Master of Arts in Education from Virginia Polytechnic Institute and State University and a Bachelor of Arts in Sociology and Anthropology from the College of William and Mary.

Carla Osberg presents...



AM Session #43:

The General Education Classroom – A Place for All Student Learning?

Today, many K-12 educators face the challenge of successfully meeting the academic needs of a broad spectrum of students within a single classroom setting. This session will help general education teachers, special education teachers, and administrators consider: 1) their district's mission and expectations, 2) the inclusive practices currently implemented in their school/district, and 3) the role co-teaching plays in the achievement of all students.

PM Session #44:

The General Education Classroom – A Place for All Student Learning? (repeat)



CARLA OSBERG has worked in the field of education in a variety of roles for over 30 years. In addition to being a classroom teacher, she has experience as a staff developer, federal grant coordinator, and elementary principal. Carla is currently an Education Specialist at the Nebraska Department of Education (NDE) focusing on the instruction, achievement, and assessment of students with disabilities. Upon district or school request, she provides professional development across the state on inclusive classrooms, co-teaching, and improving achievement for student with disabilities. She has been working with Dr. Marilyn Friend on a state project for inclusive practices for several years.

BJ Peters presents...



AM Session #45: So How Does It All Work?— Distance Learning 101

Distance learning in western Nebraska has changed dramatically in the last couple of years....dedicated DL rooms, mobile DL carts, Moodle, Google Docs, virtual field trips, blended learning....the terminology alone is confusing. This session will look at some of the advances in the DL business and explore how you can be a part of the action. It will include some actual hands-on training and discussion on how it can fit into your classroom.

PM Session #46: So How Does It All Work?—Distance Learning 101 (repeat)



BJ PETERS is the Director of Technology and Distance Learning at ESU#13 and has led the Panhandle Distance Learning consortium since it began in 1999. The consortium has established state-of-the art distance learning systems throughout panhandle schools. BJ has served as the distance coordinator for the University of Nebraska Extension Learning Center and had a previous career as a radio broadcaster.

Michael Vanderwood presents...



AM Session #47: Where ELL and RtI meet

It is very clear we need to come up with better ways to serve students who are English language learners. There is a consistent and obvious need across school districts to provide a prevention focused model for English Learners. The way forward needs to be informed by high quality research. Dr. Vanderwood will infuse the RtI perspective into ELL thinking. He will stress the importance of including ELL students in screening and intervention in the RtI process.

PM Session #48: Where ELL and RtI meet (repeat)



MICHAEL VANDERWOOD, Ph.D., works in the Graduate School of Education for University of California, Riverside. He is a School Psychologist with a passion for literacy research for students at risk of failure and academic and behavioral interventions. He has been involved in a pilot project to implement RtI. He became interested in the learning process and individual differences when he was stationed on a submarine in the navy.

Bev Clemens presents...

ALL DAY Session #49:
The Highly Engaged Classroom



This workshop presents the most useful instructional strategies for engaging students based on the strongest research and theory available. Explore four emblematic questions students ask themselves, the answers to which determine how involved they are in classroom activities. Take home practical applications for your classroom.

You will:

- Gain instructional strategies for engaging students based on current research and theory.
- Learn methods for engaging students based on the affective side of learning.
- Distinguish between short-term attention and engagement.
- Connect classroom goals to students' personal goals.
- Understand how to nurture self-efficacy and learning.
- Build your capacity to increase student achievement.



BEV CLEMENS, Ph.D. is a curriculum coordinator for one of the largest school districts in Colorado. Dr. Clemens leads teachers, principals, and administrators in the implementation of school-wide and district-wide processes, initiatives, and reforms to improve instruction, curriculum, and assessment. An experienced classroom teacher, district leader, and professional developer, she has led the design and refinement of Essential Learnings, facilitated curriculum analyses to eliminate overlaps and gaps in student learning targets, and trained teachers and administrators in the development of high-quality formative and summative assessments. Dr. Clemens understands the tremendous challenge schools and districts face in increasing student achievement, and she knows the pressure individual teachers are under as they work to implement practices to support students in their learning. This understanding, combined with her knowledge of curriculum, assessment, and instruction, creates a credible connection educators find compelling and inspiring. Bev offers practical ideas based on years of real experience and instills confidence and optimism in educators.

Judith Brough presents...

ALL DAY Session #50:

Teach Me—I DARE You!



Often we must work with students who present that “I dare you” demeanor and countenance. They often neglect to do their work, can be either sullen or disruptive, and seem disinterested in school and anything it has to offer. The presenter has worked extensively with such students “at promise” and has developed means of re-engaging many of them and their families. Participants will be involved in modeled strategies and be provided with resources for additional information and ideas. Kids have told this presenter and author that they want to do well, but they don’t know how; are in situations that prevent them from doing well, or feel the work they are expected to do is not worthwhile. Many have come to believe that no one can help them, that adults have given up, and that it just doesn’t matter. When they say, “Teach me—I dare you!”—accept the challenge!



JUDITH ALLEN BROUGH, Ed.D. is Professor Emerita from Gettysburg College in Pennsylvania where she was chair and professor of education. Her international presentations and scholarship have centered on middle level education, adolescent development, curriculum and assessment, literacy, family involvement, and at-risk learners. She has conducted research internationally with over 10,000 at risk young adolescent and adolescent learners and often works with teachers and principals in challenging environments. Her doctoral degree is from the State University of New York at Buffalo in Curriculum Planning and Development with a specialization in young adolescent development. She has been awarded the Gruhn-Long-Melton Award from the National Association of Secondary School Principals, the President’s Award from the Pennsylvania Middle School Association, the Distinguished Teaching Award from Gettysburg College, and is regularly listed in Who’s Who in American Education. Above all, Judy is an advocate for children who need us the most.

Julane Hill presents...



ALL DAY Session #51: One Child at a Time— Improving Health and Learning through a Coordinated School Health Approach

Recent research indicates that a child's physical, emotional and social developments play an essential role in developing the WHOLE child. Dwindling support services and the growing need to address student health create greater challenges. Nebraska is addressing student's needs by utilizing a Coordinated School Health (CSH) approach involving 8 interactive components considered necessary to improve the health and academic success of students. This workshop will provide an overview of the link between health status, health behaviors and academic success. It will describe the CSH initiative and its impact on successful learning, instruct participants on how to utilize the School Health Index, a self-assessment tool designed to assess your school's health environment, and identify health-related policies. Strategies to improve health and academics will be provided to participants to incorporate into already existing programs and policies.



JULANE HILL serves as the Coordinated School Health Director for the Nebraska Department of Education where she oversees the Health Education, Physical Education and HIV Education programs. She is a veteran teacher in health and physical education with 20 plus years in both private and public school in Nebraska. Julane was the principal author of the Nebraska Physical Education Essential Learnings, Nebraska's Physical Education Standards and co-authored a food safety program "Cold Pizza for Breakfast" which received two national awards. She is the co-chair of Nebraska's Coordinated School Health Statewide Initiative and was a key player in the passage of the Coordinated School Health Policy by the Nebraska Board of Education in March of 2010 and earned the NAHPERD Exemplary Leadership Award, Outstanding Service Award and Honor Award.

Stevi Quate and John McDermott present:

ALL DAY Session #52: Clock Watchers:
The 6C's for Motivation and Engagement



Reverse an alarming trend of student disengagement with a framework that addresses the needs of adolescents from reluctant learners to college-bound, in urban to rural schools. Hear research, insights, and practical ideas for motivating and engaging all students in culturally responsive environments. Identify six classroom conditions that promote motivation and engagement, and learn how to create those conditions.



STEVI QUATE sees every day why her book, *Clock Watchers*, (coauthored with John McDermott), is so urgently needed. She consults in Colorado schools and is a site professor at large urban high schools in Denver, where teachers face unrelenting pressure to boost student performance—and where the ability to catch students' interest and hold it has proven essential to raising achievement. Stevi has also been a middle and high school teacher, co-director of the Colorado Writing Project, President of the Colorado affiliates of NCTE and IRA, and state literacy coordinator for the Colorado Department of Education.



JOHN MCDERMOTT consults in Colorado schools and is a site professor at large urban high schools in Denver, where teachers face unrelenting pressure to boost student performance—and where the ability to catch students' interest and hold it has proven essential to raising achievement. John has taught elementary through high school and has won an Excellence in Teaching Award as a professor at the University of Colorado Denver. As a consultant he facilitates workshops on team teaching, gifted education, and differentiation.

Geri Parscale presents...



ALL DAY Session #53: Linking PLC and RTI

Response to intervention (RTI) is our nation's best hope to ensure high levels of learning for all children. Federal law since the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA) in 2004, RTI's underlining premise is that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate need.

Understand why RTI is most effective when implemented on the foundation of a professional learning community (PLC). Learn how to create three tiers of interventions—from basic to intensive—to address student learning gaps. Learn what a successful program looks like and understand how to make RTI work in your school.



GERI PARSCALE is the director of instruction for the Fort Leavenworth Schools, USD 207. Under her leadership, schools throughout the district have earned the Kansas Standard of Excellence for student performance in reading, math, writing, social studies, and science at all grade levels. In 2009, the Kansas Department of Education recognized Patton Junior High School for exceeding this standard in all assessed areas of seventh, eighth, and ninth grade curricula. Under her leadership, schools at Fort Leavenworth have been recognized by Dr. Richard DuFour as national models of PLCs. For more than 20 years, Geri has worked closely with educators in a united effort to continuously improve schools. She has worked with prekindergarten through high school educators to help their schools become professional learning communities. She works with schools across the country to design and implement pyramid response to intervention processes.

Central/Western Nebraska Partnership presents...

**ALL DAY Session #54: Improving Sign
Language Interpreting: Why Do Teachers
Talk the Way They Do?**



Understanding classroom discourse is key to being able to effectively convey teacher and student intentions. Teachers use language and patterns of questioning to examine student's understandings and beliefs. Spoken language is the primary medium for delivering instruction, controlling the behavior of others and expressing one's identity. To effectively interpret classroom discourse one must understand the speaker's intentions and be able to convey the information into a signed message that reflects the same intent. This will be a presentation of the EIPA Diagnostic Center's EIPA Video Conference Workshops. It is designed for Educational interpreters, future interpreters, and deaf educators.

Presented by: Central/Western Nebraska Partnership for Children who are Deaf or Hard of Hearing

Gwen Karas presents...

All Day Session #55: Write Tools 101



This is basic introductory training from the Write Tools curriculum resources and instructional method which develops the common language and basic strategies that lay the foundation for a school-wide approach to writing. The workshop will include strategies for responding to reading; building better sentences; planning before writing; and expository paragraph writing. By the end of the basic training, participants have learned and practiced practical, easy-to-adapt, 'use-them-tomorrow' strategies that give teachers the necessary confidence and tools to be exceptional teachers of writing. This is appropriate for grades 3-12.

There will be an additional fee for this training to cover the cost of the training manual. The manual plus registration fee will total \$70.00

Gwen Karas is a national trainer for "The Write Tools and Step Up to Writing." She is an elementary teacher for Aurora Public Schools. Gwen earned both her B.A in Elementary Education and her M.A. in Remedial Reading from the University of Northern Colorado. She has developed and taught the Primary Curriculum course for Aurora Public Schools Staff Development and Adams State College. Gwen is a member of the Colorado Chapter of International Reading Association.

Heather Warakomski presents...



All Day Session #56: Personal Narrative Writing

In this Write Tools workshop, the focus is on writing that helps students tell the important stories from their own lives. Many of the prompts on external assessments ask for a personal narrative and in Nebraska, this is the grade four assessment mode. This workshop will include essential attributes of a personal narrative; reading/analyzing personal narrative; planning a personal narrative; writing a strong introduction; telling your “story” (autobiographical incident); and reflecting on the significance of the event. During the workshop, participants plan and draft a personal narrative to use as a writing demonstration for students.

There will be an additional fee for this training to cover the cost of the training manual. The manual plus registration fee will total \$25.00

Heather Warakomski is a trainer for “The Write Tools: Improving Literacy Instruction”. She earned both her Professional Teacher License and a B.S. in Business Administration at the University of Colorado, Boulder. Heather has been an elementary teacher in both the regular classroom and a Title I teacher. Heather presented at the IRA of Rockies Conference and has instructed classes, modeled lessons and coached teachers in numerous states.

Nellene Mailander presents:



ALL DAY Session #57:
Communication Skills and Leadership

Learn to harmonize communication styles in the workplace, use active listening, and resolve conflict. Stop being stuck in an interpersonal box and create an environment of open, honest communication. New to the supervisory role? Learn the common mistakes new supervisors make when dealing with people. Delegation is key and the transfer of knowledge will make you and your employees successful. While open to all who want to improve their effectiveness, this session is especially designed for middle managers in the education system--transportation manager, technology directors, food service leaders, supervisors, and custodial support.

There is an additional cost for this session. \$65.00 includes lunch



NELLENE MAILANDER was raised in the Panhandle and worked in Omaha, New York City, New Jersey and St. Louis before moving back to a farm near Bayard. Her 20-plus years of training and supervisory experience were gathered while managing work groups and overseeing the design and implementation of business training for Fortune 500 companies. Now, Nellene is an adjunct instructor teaching business and customer service courses for Western Nebraska Community College.

Thank you for prompt registrations—this will allow us to place sessions in the best location based on needed room size. You will be notified of exact locations by February 1st. Return to ESU#13, 4215 Avenue I, Scottsbluff NE 69361 FAX 308-635-0680 attention SOAR or email soar@esu13.org. Early registration allows us to contact you to make an alternate selection if a session goes over allowable numbers. Make check or purchase order for \$15.00 for each participant payable to Educational Service Unit #13, 4215 Ave I, Scottsbluff, NE 6931 or ESU will bill district. Some sessions have a different fee (#55=\$70, #56=\$25, and #57=\$65).



DISTRICT: BUILDING:	OPTION A: Attend a single all day session. Use session number to indicate your preferences		OPTION: Attend two half-day sessions. Use session numbers to indicate your preferences.			
	All Day Session 1 st CHOICE	All Day Session 2 nd CHOICE	AM Session 1 st CHOICE	AM Session 2 nd CHOICE	PM Session 1 st CHOICE	PM Session 2 nd CHOICE
Staff Name						
1.						
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SCHOOL DISTRICT/BUILDING: _____ Contact Person _____

REGISTRATIONS: (\$15.00 x _____ registrations = _____, Session 55 _____ x\$70= _____, Session 56 _____ x\$25= _____ and Session 57 _____ x\$65= _____ . TOTAL _____

I give permission to bill my district for the fees. _____ or I enclose P.O. # _____ or a check for \$ _____.

Principals: Please collect ALL building registrations together. Type or print names clearly.

Return to ESU #13, 4215 Avenue I, Scottsbluff, NE 69361 FAX 635-0680 or email soar@esu13.org

