

SESSION 3 • 12:30-1:45pm

301 • Combining the Power of the Interactive Whiteboard with Student Devices

Christie Neumann, 21st Century Technology Integration Specialist, Tierney Brothers Inc

Room 1 • Grade Range: PreK-12 • **Area:** Technology, Personalized Learning & Assessment • **Level:** Introductory

Teachers will discover resources to create an interesting, effective learning environment between the interactive whiteboard in their classroom and individual student devices. Specific topics will include using SMART Notebook, various formative assessment tools, collaborative activities, and creating whole group interactions. The session will be device agnostic.

Learning Outcomes: Teachers will be able to use their whiteboard with various student devices. Teachers will leave with a toolbox of resources to create collaborative, interactive classroom events.

302 • English Language Learners Matter: Specially Designed Academic Instruction in English (SDAIE) Methods for Secondary Teachers

Kenneth Shonk, Assistant Professor, World History & Social Studies Education, UW-La Crosse

Room 2 • Grade Range: 6-12 • **Area:** Culturally Responsive Practices & Educating Special Populations • **Level:** Introductory

The purpose of this session will be to introduce SDAIE methods for use by secondary teachers of English Language Learners. The session will include a brief introduction to SDAIE methods as well as a model SDAIE lesson.

Learning Outcomes: Participants will be able to identify the challenges, strategies, and methods associated with SDAIE and adapt already-practiced instructional practices (disciplinary literacy, assessment, etc.) to fit within the theoretical framework and methods associated with SDAIE.

303 • Inclusion Strategies

Rosemary Bodnar, Special Education Teacher, Tomah Area Schools

Room 3 • Grade Range: K-5 • **Area:** Educating Special Populations • **Level:** Introductory to Intermediate

Rosemary was a Special Education teacher for 9 years and then a regular education teacher for 5 years. Then she returned to Special Education. As a teacher of elementary students with cognitive disabilities she has wide-ranging experiences which contribute to the school's inclusion program.

Learning Outcomes: You will learn ways to include special needs students in the regular education environment. Also you will learn strategies to help regular education students assist our kids become independent (without doing too much for them).

304 • Google Guides your Reading

Kris Szajner, EdTech Innovations

Room 4 • Grade Range: PreK-12 • **Area:** Technology & Personalized Learning & Assessment • **Level:** Introductory

You will never get lost if you let Google guide you! Come learn how Google is being integrated into reading. We will look at strategies, tactics, and examples so you won't get lost the next time you are reading. Be inspired to prepare your students for their future!

Learning Outcomes: Participants will walk away with over 250,000 FREE resources for guided reading. Receive templates, strategies, structures, and best practices regarding digital reading work!

305 • Helping Youth Understand the Differences between Joking and Bullying Behaviors

Lori A. Reichel, Assistant Professor, UW-La Crosse

Room 5 • Grade Range: PreK-12 • **Area:** Bullying • **Level:** Introductory to Intermediate

Anti-bullying campaigns are common in the K-12 setting throughout our country. Yet, do children truly understand what healthy non-violent behaviors are and look like? This session will empower school professionals in best practices for supporting healthy school environments including how to define commonly used terms for children/youth.

Learning Outcomes: Analyze definitions commonly used in bullying prevention programs (to then teach children/youth). Participants will recommend simple revisions to their school policies to support updated violence prevention techniques.

306 • Integrating an Interactive Mathematics Program into the Classroom Using I-Pads or Laptops

Matthew Chedister, Assistant Professor, UW-La Crosse

Room 6 • Grade Range: PreK-12 • **Area:** Technology Integration • **Level:** Introductory to Intermediate

In this session, participants will have the opportunity to explore and discuss an interactive mathematics program called Desmos. An emphasis will be placed on integrating into general classroom settings and projects.

Learning Outcomes: Identifying ways in which an interactive math program can guide learning, and provide immediate feedback to enhance classroom learning.

307 • Caring, Consistency and Community: Translating Theory Into Practice in Managing the Classroom

Sheila Wirkus, Institute for Professional Studies in Education, UW-La Crosse

Room 7 • Grade Range: 6-12 • **Area:** Behavior & Classroom Management • **Level:** Introductory

A student's classroom behavior often reflects how that student feels within the learning environment we have fostered. How can we build that safe, supportive learning community that students need to become confident, self-monitoring learners? Let's have an interactive discussion about strategies that actually work.

Learning Outcomes: The beginning teacher participant shall have the opportunity to share specific behavioral concerns from the classroom, as well as collect and share successful strategies to foster a caring and consistent community of learners.

308 • How to Become an Antiracist Educator

Laurie Cooper Stoll, Assistant Professor Sociology & Director of Institute for Social Justice, UW-La Crosse

Room 8 • Grade Range: PreK-12 • **Area:** Culturally Responsive Practices • **Level:** Introductory to Advanced

In an era of post-racial politics, many educators assume the best way to address racial inequalities in education is to be colorblind. Learn how constructing "color-blind classrooms" not only fails to address racial inequalities, it often perpetuates them by advancing the notion that race (and social location in general) no longer matter despite empirical evidence to the contrary. Learn how to move beyond being colorblind educators to being antiracist educators.

Learning Outcomes: Participants should be able to address these 4 questions: What is "race"? How does my social location impact my understanding of race and racial inequality? Why can't I be a colorblind educator? What is an "antiracist educator"?

309 • Yoga and Breathing to Unwind and Renew

Sara Wooden, Yoga Instructor

Open Area • Grade Range: PreK-12 • **Area:** Health & Wellness • **Level:** Introductory to Intermediate

Come explore yoga and breath-work with a knowledgeable instructor with over 10 years of experience! This class is designed to focus, stretch, and tone the body and mind while providing overall down-regulation. You will learn poses and breath-work that enhance focus and relaxation to rejuvenate you and your students for the rest of the day!

Learning Outcomes: Learn yoga postures and breathing exercises that provide an overall sense of calm and focus to apply to their own lives, or to enhance the lives of their students, creating a more productive learning environment. This class will benefit all learning styles through visual demonstrations, verbal instructions, and having the opportunity to feel yoga in their own bodies.

