



CESA 8

# Connection

February 2010

## Critical Thinking and Tests – after Bloom

At this time, though Wisconsin plans to change the methodology of testing, by replacing the Wisconsin Knowledge and Concepts Exam, I wonder if the change will include attention to Bloom's Taxonomy? What I hear is there will be a test that does the following:

- Is computer based
- Has a fast turn around so teachers can use the results
- Will save money over the long haul, and
- Be a better predictor of what a student knows

However, this rush to standardized testing and statewide standards has grown from efforts by elected representatives to get a handle on what students know. The officials also want to show the students can learn more about what our elected representatives think they should know.

Unfortunately, many of the standards and tests are based on the very lowest level of learning – knowledge, defined as the ability to exhibit memory of previously learned materials by recalling facts, terms, concepts and answers. Good enough. You say? I think not.

We must be cautious about equating this rote learning with assimilating real knowledge. Just the facts only the facts will not prepare our students to be competitive on the world stage. Fact based learning doesn't prepare students for the competition that our factories and shops face from other countries that can provide good workers at a less expensive cost. We must be assured that our students learn not only the what, but also the why.

Bloom outlined a number of examples that should be considered in the search for excellence in our schools. Some examples, listed below, must be included in what teachers teach, what local communities [and the local school board] must expect and what the state tests. Better systems of teaching and evaluation would use other elements of the Bloom Taxonomy. For example:

Comprehension is the understanding of facts and ideas by organizing, comparing, translating, stating main ideas and giving descriptions.

*Key words are compare, contrast, interpret, explain and classify.*

*Sample questions are:*

*What facts would show \_\_\_\_? What is the main idea of \_\_\_\_?*

*How would you compare (contrast) \_\_\_\_ and \_\_\_\_?*

*How would you summarize \_\_\_\_? Which is the best answer \_\_\_\_?*



Application is solving problems by applying previously acquired knowledge, facts, techniques and rules to new situations.

*Key words are apply, build, identify, plan, organize, model and solve.*

*Sample questions are:*

*How would you use \_\_\_\_? What would result if you \_\_\_\_?*

*How would you solve \_\_\_\_ using what you have just learned?*

*What other way might you plan to \_\_\_\_? What facts would prove \_\_\_\_?*

Analysis is examining and breaking information into parts by looking at causes or goals and inferring from the material at hand.

*Key words are contrast, theme, list, relationship, discover and function.*

*Sample questions are:*

*What ideas justify \_\_\_\_? Can you identify the major parts \_\_\_\_?  
What is the motive to \_\_\_\_? How is \_\_\_\_ related to \_\_\_\_?  
What evidence can you find to \_\_\_\_? What is the purpose of \_\_\_\_?*

Synthesis is compiling information into a different form by combining elements into a new pattern.

*Key words are originate, predict, propose, theorize, suppose and plan.*

*Sample questions are:*

*How could you improve \_\_\_\_? Can you invent \_\_\_\_?  
Can you predict \_\_\_\_? Why do you think \_\_\_\_?  
How would you devise a different plan for \_\_\_\_?  
Suppose you could \_\_\_\_, what would then happen?*

Evaluation is presenting and defending opinions by making judgments about information, works or ideas based on established criteria.

*Key words are award, disprove, estimate, prioritize, decide or prove.*

*Sample questions are:*

*What is your opinion of \_\_\_\_? How would you decide \_\_\_\_?  
What choice would you have made? How would you rate \_\_\_\_?  
Why did the character chose \_\_\_\_? Why was it better than \_\_\_\_?*

*You can tell when this is happening. Certain key words demonstrating this level of learning are who, choose, match, label spell and recall. Sample questions in this level are:*

*What is \_\_\_\_? When did it happen? Who was \_\_\_\_?  
How would you describe \_\_\_\_? How is \_\_\_\_?*

As a student learns the power of the higher order skills, they become stronger students and in many cases, eager learners. Many become committed to life long learning at the highest level – that of evaluating what they learn. When we have a test that can measure the high order skills quickly, accurately and at a reasonable cost, we will be able to judge the quality of the student’s education. Until that time arrives, we must use more caution before joining the rush.

*Robert Kellogg, CESA 8 Administrator*

## Future Workshops

Workshop	Date	Place & Time	Contact
Autism Networking Meetings	Thursday, February 11, 2010	CESA 8 Office 9:00 a.m. – 2:30 p.m.	Jessica Kaczmarek 1.800.831.6391 x 241
PBIS Tier 1 Team Training Day 3	February 18, 2010	CESA 8 Office 8:30 a.m. – 3:00 p.m.	Jessica Kaczmarek 1.800.831.6391 x 241
Fundamentals of Family Involvement	March 16, 2010	CESA 8 Office 8:30 a.m. – 3:30 p.m.	Chris Larson 920.617.5628
Level III Wisconsin Comprehensive School Counseling Model	March 18 - 19, 2010 and April 15, 2010	CESA 8 Office 8:00 a.m. – 3:00 p.m.	John Knickerbocker 1.800.831.6391 x 227

***Leave nothing for tomorrow which can be done today.***

***Abraham Lincoln (1809 – 1865)***

# UW-Green Bay offers winter/spring 2010 courses for educators

GREEN BAY — Educators looking for offerings to assist them in reaching their professional development goals, obtaining license renewal, and seeking salary advancement can choose from nearly 20 spring programs offered by the University of Wisconsin-Green Bay Education Outreach Program. New offerings include an online course for elementary science teachers with a focus on science note booking and effective instructional strategies for the teaching and learning of science concepts. Educators can discover how the interactive features of SMART Board technology can transform teaching and learning; participate in an online course and learn how to apply the latest technology innovations in the classroom, and more. UW-Green Bay courses for educators are for graduate credit unless otherwise indicated in the listing. Some courses are offered with credit and noncredit options. Face-to-face and online learning formats are offered. Enrollment in all classes is limited, so registration at least two weeks before the start of a course is recommended. Numbers for detailed information and to request registration materials are (920) 465-2480 or (800) 621-2313 or send an e-mail to [educationoutreach@uwgb.edu](mailto:educationoutreach@uwgb.edu). Information and registration are also available online at [www.uwgb.edu/educationoutreach](http://www.uwgb.edu/educationoutreach). New offerings are added throughout the year and may be found on the web site. UW-Green Bay courses for educators align with Wisconsin standards for teacher and administrator development and licensure.

## Spring 2010 courses include:

### **Beginning in February:**

**Assessment Literacy: A Practical Approach to Classroom Assessment**, Sheboygan, Feb. 1 & 15; March 1 & 15. 1 grad credit

**Aspects of Special Education**, Green Bay, Tuesdays, February 9, 16, 23; March 2 and 9. One graduate credit and noncredit options.

**Secondary Reading in the Content Areas**, Sheboygan, Thursdays, February 11, 25; March 11; and Wednesday, March 24. One graduate credit.

**Drug Impairment Training for Education Professionals**, Sturgeon Bay, Friday, February 12 and Saturday, February 13. One graduate credit and noncredit options.

**Conflict Resolution**, Green Bay, Friday, February 19 and Saturday, February 20. One graduate credit and noncredit options.

**Creativity and Innovation in the Classroom**, online, February 22-March 19. One graduate credit.

**Research Based Elementary School Science Teaching Methods**, online, February 22-May 10. One graduate credit.

**Technology Literacy 101: Foundations in Collaborative Tools**, online, February 22-March 19. One graduate credit.

**SMART Board Essentials**, Sheboygan Falls, Tuesdays, February 23; March 2, 9, 16. One graduate credit or noncredit options.

**Yoga for Physical Education Teachers**, Sheboygan, Feb. 27, April 17, and May 8. 1 grad credit

### **Beginning in March:**

**Integrating Differentiated Instruction with the Understanding by Design Process**, Sheboygan, March 3 & 17; April 7 & 21; and May 5. One graduate credit.

### **Beginning in April:**

**Focus on STEM: Instructional Technology Strategies for Science and Math**, online, April 12-May 7. One graduate credit.

**Survey of Emerging Technologies**, online, April 12 -May 7. One graduate credit.

**Technology Literacy 102: Building Knowledge Management Systems**, online, April 12-May 7. One graduate credit.

**Advanced SMART Boards: Beyond the Essentials**, Sheboygan Falls, April 13, 20, 27, and May 4. 1 grad credit & noncredit options.

**Character-Centered Teaching**, De Pere, Friday, April 23; Sat. April 24; May 1. 1 graduate credit and noncredit options.

For a full listing of classes, costs, and scheduled dates and times, log onto [www.uwgb.edu/educationoutreach](http://www.uwgb.edu/educationoutreach). For more information contact the Education Outreach Program at (920) 465-2480 or (800) 621-2313 or via e-mail, [educationoutreach@uwgb.edu](mailto:educationoutreach@uwgb.edu).

*Liberty, when it begins to take root, is a plant of rapid growth.*

**George Washington (1732 – 1799)**

## Department of Health Services Announces Grant Opportunity

The Pathways to Independence project within the Wisconsin Department of Health Services, Division of Long Term Care is offering grant funds up to \$480,000 statewide through Regional Grants to decrease barriers to and increase opportunities for competitive, integrated employment in order to support people with disabilities in achieving their desired employment outcomes. The Pathways to Independence Regional Grant project is funded by the Wisconsin Medicaid Infrastructure Grant (MIG). The Request for Proposal (RFP) is attached in both PDF and Word versions and will also be posted to the DHS website at <http://dhs.wisconsin.gov/rfp/index.htm#DLTC>.

Please see the RFP for detailed information. Here is a brief summary:

- Grant funds up to \$480,000 are available statewide to make a minimum of seven grant awards. Up to \$90,000 will be available in the Southeastern region. Up to \$65,000 will be available to each of the remaining six Pathways regions.
- Successful proposals will address one or more of the Regional Priorities that have been identified in the seven, Pathways Regions or a regional priority that is in keeping with the intent of the Regional Grants. Successful proposals must also address one or more of the Pathways to Independence Strategic Priorities, which are described in the RFP.
- The due date for proposals is March 8<sup>th</sup>.
- The estimated start date for awards is April 20<sup>th</sup>.
- Questions regarding this RFP should be directed to Sarah Lincoln at [sarah.lincoln@wisconsin.gov](mailto:sarah.lincoln@wisconsin.gov) who is serving as the RFP manager.

## Wisconsin Parent Educator Initiative News

WSPEI's mission is to help parents and school districts find or create the resources that will help them build positive working relationships that lead to shared decision making and children's learning. It supports increased sharing of information among parents, schools, projects, organizations and agencies through networking meetings, conferences, person-to-person contact, and media. Another major role of WSPEI staff is to assist school districts with the parent survey that is part of the self assessment process the Wisconsin Department of Public Instruction requires.

All school districts in the state of Wisconsin participate once in a five year cycle of self assessment which is part of the State Performance Plan that gathers information on Preschool Outcomes, Transition Goals, Post-Secondary Outcomes, and includes sending out a survey about parent involvement in their child's special education. The Office of Special Education Programs for the federal government will collect state data to determine how districts are doing in their state. In CESA 8 there is one school district special education department that will be looking at parent involvement this semester.

There will be no risk for parents filling out the survey. Their answers will not affect the services provided for their children by the school. Parents or children will not be identified with their answers or in any reports.

Questions in the survey may include: Are you considered an equal partner with teachers and other professionals in planning your child's program? Is there someone on the school staff who is available to answer your questions? Is your child's evaluation report written in terms you understand?

Parents of students with disabilities will be chosen at random to complete the survey. These families will receive a letter from the school district about the survey. It will explain the reason for the survey, provide information so the parent can access the survey on the internet, and also tell the parent who they can call for assistance if they do not have internet access. Wisconsin Department of Public Instruction Information Update Bulletin 08.03 explains in detail the importance of the parent survey in the overall self assessment school districts are required to do every five years. The bulletin can be found at <http://www.dpi.wi.gov/sped/bul08-03.html> For more information contact Jennifer at 1.800.831.6391 x 245.

*Jennifer Grenke, CESA 8 WSPEI Coordinator*

# Self Assessment Preparations, Opinions of a Participant

*The following article is the result of an interview of a Director of Special Education, December 16<sup>th</sup>, 2009, shortly after the initial filing of the Procedural Compliance Self-Assessment [20 Indicators].*

She greeted me at her office in the Elementary School; we talked at a conference table. She lay down a 3" ring binder nearly stuffed to the max and ornamented with colored tabs. [your heads up] "Let's start with the forms themselves; their items are not numbered according to the Indicators." [tip] The "online manual" is useful if you print out the slides with notes from the power point. The web casts really do give a lot of information, but they equal a lot of hours of video time—maybe good if that's your thing---but the slides with the notes are a good alternative. Another bit of help may come to you from the website of WCASS, which has forms that help because they can be adapted to district size. She also estimated that her "time needed" to get this review accomplished was two to three times more than estimated [tip—start sooner rather than later]. Regarding her work with Indicator #13 seven "T" key question indicators, she said she was glad that she had kept pushing all seven indicator questions to her secondary staff that write IEPs with transition components, and, the ITV training helped. Her sample size was 12 because of the district's eligible IEPs. If you have larger numbers, start sooner. She started in mid-September.

So, now what about specifics: the "E" series of items is straight forward [took care of that]. The "I" series, there's a rub. "I-2" has a lot of directions in the directions to check for parent participation [attempt that when well rested]. "I-6" and "I-17" caused some confusion, placement notices sent out with reviews; missing a date because of a snow day caused an error "exception" to go against the district—watch those snow day delays of IEP meetings. "I-10" is open to interpretation; answering it is difficult to know as a stranger to any particular child. Another area that was more time consuming than expected was the views expressed in the parent interviews; that is, coming to an understanding of what the parent was hoping to share in answering the questions of the interview—were they understanding the question? Directors need to recognize that errors of omission happen between agency service and the goals listed in the IEP; these have reflection in parent answers in the interview process.

Item "D-1" the discipline indicator with attendance records; [lesson learned] check to see that your attendance system is accurately recording disciplines, tardies, absences etc.-for compliance review. Unfortunately, our systems never ask "How many students met their goals", so, be compulsive to enter things that indicate goal completion. Encourage staff to take the extra minutes per day to sit and do the entries of goal completions when appropriate. When it comes to this review of IEPs, completing it will be easier as the selected IEPs tell the story of your district's efforts at compliance right in the records themselves. Good luck.

*Dave Nass, CESA 8 Transition Specialist*

## WCSCM Level 2 & 3 Trainings Scheduled

The CESA 8 LVEC Department is sponsoring 2 separate Wisconsin Comprehensive School Counseling Model (WCSCM) workshops this spring. For those educators who have been through the Level 2 training, and have had some time to implement strategies learned, there will be a Level 3 training held Thursday and Friday, March 18 & 19 and Thursday, April 15.

Level 3 is for those educators who have completed WCSCM Level 2 training and are ready to move to the next level. Here, participants will concentrate on creating a 3-stage accountability action plan based on solid district data. These next steps, going beyond the essential development of the school counseling program, will provide the data and strategies needed for program accountability in today's educational setting.

For educators who have not had the opportunity, a Level 2 workshop will be held on Wednesday & Thursday, March 24 & 25, 2010 and May 5 & 6, 2010. The Level 2 workshop focuses on establishing a coordinated system of programs, activities, and learning experiences that prepare ALL students for life after high school. This model is based on data driven decision making and is aligned to the Wisconsin State Standards. In this four-day workshop, K-12 counselors and others will focus on the delivery of their schools' previously written comprehensive school counseling program plans. Participants will develop a student-parent conferencing handbook, develop a comprehensive curricular action plan including scope/sequence, curriculum maps and unit lesson guides, crosswalk the student counseling content standards, develop a career cluster/pathway "Program of Study" and prepare an advisory committee handbook.

For more information on these workshops, contact John Knickerbocker at 920-855-2114, extension 227 or e-mail him at [knickerb@cesa8.k12.wi.us](mailto:knickerb@cesa8.k12.wi.us).

*John Knickerbocker, CTE Coordinator*

# PBIS State Coordinator Introduction

My name is Justyn Poulos. I am the Wisconsin Positive Behavioral Interventions and Supports (PBIS) Project Coordinator. It is my goal to establish and maintain a collaborative relationship with each of your groups as the Wisconsin PBIS Project is implemented.

PBIS is a systematic, data-based process of establishing behavioral supports and a social culture for all students in a school.

The Wisconsin PBIS Project is a division of the Wisconsin RTI Center, a collaborative effort between the Wisconsin Department of Public Instruction and the 12 CESAs. The PBIS Project is working with the National Technical Assistance Center on Positive Behavioral Interventions and Supports as well as the Illinois PBIS Network. The PBIS Project will work collaboratively with other state initiatives and support districts in their implementation of PBIS. In the next several months, you can expect to see a new website with valuable information. In the meantime, additional information regarding PBIS can be found at [www.pbis.org](http://www.pbis.org) and [www.pbisillinois.org](http://www.pbisillinois.org), and <http://dpi.wi.gov/rti/pbis.html>.

For more information, contact Justyn Poulos, Wisconsin PBIS Project Coordinator, at [poulosj@cesa5.k12.wi.us](mailto:poulosj@cesa5.k12.wi.us) or 920-855-2114

# Wisconsin RtI Center Director Introduction

The Wisconsin RtI Center has been created in a collaborative effort between DPI and the 12 CESAs. The Center along with DPI are working with the National Center on Response to Intervention, State Implementation and Scaling-up of Evidence-based Practices Center, Great Lakes West Comprehensive Center, and Learning Points Association on scaling up RtI in Wisconsin. The Center has been created to support the capacity-building efforts of Wisconsin schools to increase student academic and behavioral success through RtI systems change processes. The Center will provide resources for the three essential elements of RtI: High Quality Instruction, Collaboration, and Continuous Student Progress Review. The Center will create collaborative relationships with other state initiatives, and help school districts align their current initiatives for successful implementation. For more information, contact Kathy Ryder, Director of the Wisconsin RtI Center, [ryderk@cesa5.k12.wi.us](mailto:ryderk@cesa5.k12.wi.us) or 715-720-2156.

## Attention: Pupil Services Professionals and Administrators

Wisconsin's youth suicide rate is consistently among the highest in the nation. Over the last decade, we have lost an average of one young person age 10-19 to suicide each week; it was the second leading cause of death, accounting for almost 1 in 6 of all deaths among Wisconsin youth.

DPI and Mental Health America of Wisconsin are pleased to announce an opportunity for pupil services providers to obtain accreditation in school-based youth suicide prevention. This program, from the American Association of Suicidology (AAS), provides instruction in a wide variety of suicide prevention and intervention topics. We encourage you to learn more at:

<http://www.dpi.wi.gov/sspw/doc/spaccreditation.doc>

John Humphries, NCSP, School Psychologist WI DPI, (608) 266-7189

## Check it out → Congrats to Pembine HS for their inclusion in the US News and World Report best High Schools

**WSRA and Pembine School District Present Response to Intervention: How and Why with Dr. Peter Johnston and Brian Reindl.** Friday, March 5, 2010 8:30 a.m. – 3:30 p.m.

Registration deadline 2/24/2010. Call Sue at 920.326.6280 or [wsra@wsra.org](mailto:wsra@wsra.org)

# How to Intervene to Stop Bullying

As adults, we may feel uncertain about how to handle bullying when we see or hear it happen. If the situation is not handled appropriately, we could end up inadvertently promoting, rather than reducing, bullying. Here are some tips to help respond more effectively and make the best use of the “teachable moment.”

When you see or hear bullying

- Immediately stop the bullying: Stand between the child or children who bullied and those who were bullied, preferably blocking eye contact between them. Don't send any students away—especially bystanders. Don't immediately ask about, discuss the reason for the bullying, or try to sort out the facts.

- Let students know that bullying is unacceptable and against school rules (e.g., “Calling someone names is bullying and is against our school rules,” or “That was bullying. I won't allow students to push or hurt each other that way”).

- Support the bullied child in a way that allows him or her to regain self-control, to “save face,” and to feel supported and safe from retaliation. Make a point to see the child later in private if he or she is upset, but don't ask what happened at the time of the incident. It can be very uncomfortable to be questioned in front of other students. Let his or her teachers know what happened so that they may provide additional support and protection. Increase supervision to ensure that the bullying is not repeated and does not escalate.

- Include bystanders in the conversation and give them guidance about how they might appropriately intervene or get help next time. Don't put bystanders on the spot to explain publicly what they observed. Use a calm, matter-of-fact, supportive tone of voice to let them know that you noticed their inaction or that you are pleased with the way they tried to help—even if they weren't successful. If they did not act, or if they responded in aggressive ways, encourage them to take a more active or pro social role next time (e.g., “Maybe you weren't sure what to do. Next time, please tell the person to stop or get an adult to help if you feel you can't work together to handle the situation”).

- If appropriate, impose immediate consequences for students who bully others. Do not require students to apologize or make amends during the heat of the moment (everyone should have time to cool off). All consequences should be logical and connected to the offense. Let students who bully know that you will be watching them and their friends closely to be sure that there is no retaliation. Notify colleagues.

- Do not require the students to meet and “work things out.” Unlike conflicts, bullying involves a power imbalance, which means this strategy will not work. Trying to find a way to “work things out” can re-traumatize the student who was bullied and does not generally improve relationships between the parties. Instead, encourage the student who bullied to make amends in a way (after follow-up with an adult) that would be meaningful for the child who was bullied.

Source: <http://www.stopbullyingnow.hrsa.gov/adults/default.aspx>

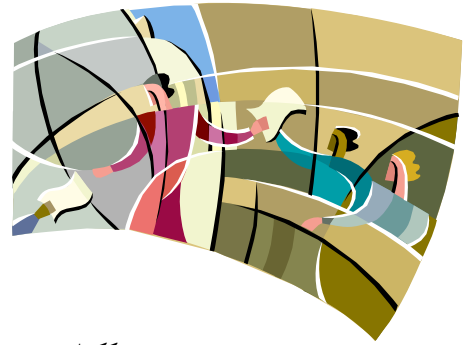
Submitted by Jeff Bentz, ATODA and Related At-Risk Program Director, Taken From Helping Hand, Volume 20, Issue 5



## Little Visitors at CESA 8

A few days before Christmas CESA 8 had the pleasure of hosting some little visitors. Due to a malfunctioning alarm system, the youngsters from the Sunshine Child Care Center next door, came to CESA 8 for a visit. They were welcomed by the office staff with toys and cookies.

# 4th Annual Parent Conference & Resource Fair



Saturday, March 20, 2010

Oconto Falls High School, 210 N. Farm Road, Oconto Falls, WI

8:00 a.m. – 12:00 p.m. Muffins, donuts, and beverages provided

This opportunity, funded by the Wisconsin Statewide Parent Educator Initiative, is provided **FREE** to parents, caregivers, teachers, and daycare providers who interact with children who have special needs/disabilities. County and state wide agencies will display resources available to assist parents in different areas of a child's development.

The sectionals are scheduled as below and you are invited to attend as many sectionals as you would like, or just stop in to talk with the different county/state agency representatives and/or pick up some resources, as well as register to win one of three gas cards by submitting your evaluation!

8:00 a.m. – 8:30 a.m. Registration and Resource Fair

Sectionals offered from 8:30 – 9:25 a.m.

- A – Autism Shareshop
- B – Love and Logic Parent Overview
- C – Navigating the Special Ed Maze
- D – 1 2 3 Magic, Not Letting Your Child Get the Best of You

Check out the Resource Fair  
10:30 a.m. – 11:00 a.m.

Sectionals offered from 9:30 – 10:30 a.m.

- A – Visual Schedules a Make/Take Sectional
- B – Love and Logic Parenting Overview (repeat of Session 1)
- C – Navigating the Special Ed Maze (repeat of session 1)
- D – 1 2 3 Magic, Not Letting Your Child Get the Best of You (continued)

**Resource Fair 10:30 – 11:00 a.m.** This time is set aside specifically to visit the vendor's tables

Sectionals offered from 11:00 a.m. – 12:00 p.m.

- A – Early Childhood Ready, Set, Go
- B – Love and Logic Parenting Overview (repeat of session 1)
- C – Creating the Vision – Transition for Middle and High School Students, their parents and teachers
- D – 123 Magic, Not Letting Your Child Get the Best of You (continued)

Call Jennifer Grenke at 1.800.831.6391 x245 with questions/registration. Registration is recommended.  
(Watch Channel 11 news for cancellations due to weather.)

**CESA 8  
VITERBO UNIVERSITY  
SPRING/SUMMER CLASSES  
2010**

<b>Class Title</b>	<b>Date</b>	<b>Place</b>	<b>Instructor</b>
Assessment & Treatment of Reading Difficulties <i>Credit: 3</i>	March 5,6 April 16,17 May 14, 15	CESA 8 Office	Nicole Lehr
Philosophical Perspectives <i>Credit:3</i>	April 16, 17, 30 May 1, 14, 15	CESA 8 Office Aspen Room	John Conrath
Literature in Science <i>Credits: 1</i>	April 23, 24	CESA 8 Office Aspen Room	Jaime Malwitz
Health Education: Childhood Obesity <i>Credits: 1</i>	May 7, 8	CESA 8 Office Aspen Room	Carolyn Schaeffer
Teaching with Love & Logic <i>Credits: 1</i>	May 14,15	CESA 8 Office Birch Room	David Funk
RESEARCH 1 <i>Credits: 3</i>	June 14, 15, 16 July 8, 9	Gillett Ele School (Computer Lab)	Dr. Jack Conrath
Stress Reduction <i>Credits: 3</i>	June 14-18	Gillett Ele. School (Media Center)	Mary Lewellin & Rita Simon
The ABC's of ATOD for Regular And Special Educators <i>Credits: 3</i>	June 21-25	CESA 8 Office Aspen/Birch Room	CESA 8 Consultants
Advanced Stress Reduction <i>Credits: 3</i>	June 21-25	Gillett Ele. School (Media Center)	Mary Lewellin & Rita Simon
Content Reading & Study Strategies <i>Credits: 3</i>	June 21-25	CESA 8 Office (Media Center)	Teresa Lien
Volumes – Format for Discovery <i>Credits: 3</i>	June 21-25	Gillett Ele. School	Carol Carlin & Madeline Huston
Teacher as A Person & Professional <i>Credits: 3</i>	June 28- July 2	CESA 8 Office Aspen Room	Robert Peterson
Working with Challenging Families <i>Credits: 3</i>	July 12-16	CESA 8 Office Aspen Room	Carol Pfortner

Differentiating Instruction – July 19-23 Different Strategies for Different Learners <i>Credits: 3</i>		CESA 8 Office Aspen Room	Mary Klein
Developmental Spelling <i>Credits: 1</i>	July 26, 27	CESA 8 Office Media Center	Terri Schultz/Kathryn Moser
Restorative Practices and Principles for Schools <i>Credits: 3</i>	July 26-30	CESA 8 Office Aspen Room	Dr. Jane Nicholson
Establishing and Environment Of Peace and Cooperation <i>Credits: 3</i>	August 2-6	CESA 8 Office Aspen Room	April Frelke
SMARTBOARDS in Education <i>Credits: 1</i>	August 9, 10	Gillett Ele. School	Jeannie Brennan
Teaching in the Interactive Classroom Smart Notebook focused <i>Credits: 1</i>	August 11, 12	Gillett Ele. School	Jeannie Brennan
Bullies, Victims and Violence <i>Credits: 3</i>	August 16-20	Gillett Ele. School	David Braukman

**Weekend Class Times**

Friday 5:00 p.m. - 10:00 p.m.  
Saturday 8:00 a.m. - 5:00 p.m.

**Week Day Class Times**

Monday – Friday 8:00 a.m. – 5:00 p.m.

Course Registrations: **888-484-0111**

Questions please contact Viterbo at 800-234-8721 or CESA 8 at 800-831-6391, ext. 262

## AODA Department Summer Classes

AODA	June 7-11	CESA 8 Office - Jeff Bentz Aspen/Birch Room
State Alignment of Counseling	June 14-18	CESA 8 Office - Brad Gilbert Aspen/Birch Room
QUEST 2011 <i>Credits available – see instructor</i>	August 10, 11, 12	CESA 8 Office - Dr. Kenneth Fraiser Aspen/Birch Room



Send a **team** to an interactive and practical work session on  
**Fundamentals of Family Involvement\* Workshop**

*\*Based on the research of Joyce Epstein*

You and your team members will learn to

- **Identify and use the 6 Types of Partnerships**
- **Create an action team for partnerships, and**
- **Connect partnership activities and practices to your school improvement goals.**

*All schools welcome. Funded by the DPI REACH Initiative.*

**2009-10 Dates, Locations**

**Feb. 3, CESA 11, Turtle Lake**  
**Feb. 17, CESA 1, Brookfield**  
**March 3, CESA 2, Milton**  
**March 16, CESA 8, Gillett**

**Lunch and Refreshments**  
**will be provided! No registration**  
**fee.**

**Participants will**

- Be aware of how effective partnership practices can improve student achievement and behavior
- Discover how to involve parents in your school improvement efforts

*The ideal team includes at least 2 parents, 2 teachers, 2 other staff and the principal. Students and community members encouraged!*



*This training helped us really think "out of the box" to become more responsive to our school's diversity and more inclusive of each family's needs. As a result of intentional planning in the six levels of involvement, we have significantly increased the amount of opportunities for our families to become authentically engaged with their child's education.*

**Connect to your school's  
goals for success!**

Patricia Vickman, Principal, Webster-Stanley Elementary School, Oshkosh

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**For more information, contact**  
**Penny Bruskin, VISTA Leader, DPI Family-School-Community Partnerships Project**  
**Telephone: 608-261-6332; email: penny.bruskin@dpi.wi.gov**

# Items of Interest, Classroom Ideas and Internet Sites to Visit

**AESA Online News** – visit us at [www.aesa.us](http://www.aesa.us) Please click the following link to the AESA web site to read the new issue of the **NAMTC / AESA Big Deal Book of Technology Newsletter** You'll find timely reminders, fabulous freebies, best sites and more "worth the surf" information

**CCBC Web Site Materials** go to <http://www.education.wisc.edu/ccbc/>

**Channel Weekly** a weekly newsletter by the Division for Libraries, Technology and Community Learning from the Wisconsin Department of Public Instruction <http://dpi.wi.gov/channel/chweekly.html>

**Civil Air Patrol Volunteer** experience for students, go to [www.GOCivilAirPatrol.com](http://www.GOCivilAirPatrol.com)

**College of EMS EXPO:** Thursday, March 25, 2010 [www.uwplatt.edu/EXPO](http://www.uwplatt.edu/EXPO)

**Curriculum Hotspots** – Here is the latest DA guide to the best education sites on the Web:  
[http://www.districtadministration.com/viewpage.aspx?pagename=staticpage/CurriculumHotspots\\_07.htm](http://www.districtadministration.com/viewpage.aspx?pagename=staticpage/CurriculumHotspots_07.htm)

**Fact Monster** a cool math site to assist children with math problems <http://www.factmonster.com/mathmoney.html>

**FAFSA 2010 and 2011** Hafta FAFSA are materials developed to help get the word out for students/parents to fill out their FAFSA – go to [www.fafsa.gov](http://www.fafsa.gov) for more information.

**Family Voices of Wisconsin** part of a national grassroots network of families and advocates who support children with disabilities and/or special health care needs. For more information contact us at [www.familyvoices.org](http://www.familyvoices.org)

**FERPA** – [www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html)

**Health Education Coordinator Leadership program.** Participants will learn to develop effective approaches to teaching health education units and improvement and implement changes in your school's coordinated health program. It takes approximately two years to complete the certificate requirements. For questions contact Jon Hisgen at 608.267.9234 or email [jon.hisgen@dpi.wi.gov](mailto:jon.hisgen@dpi.wi.gov)

**Impact Rock Kit** There's a cool online resource that the Planetary Science Institute has developed for teaching geology, especially impact cratering. It's targeted at High School students, but I hear they are working on a Middle School version. Importantly, if they go to the "Impact Rock Kit" link, teachers can request a kit to borrow. It comes in a hard-sided suitcase and contains actual impact-related rocks, with a fact sheet and lessons. Check out: [www.psi.edu/explorecraters](http://www.psi.edu/explorecraters)

**It's about us – 2010 Census in Schools** to learn more about the program and the Principal's Kit, log on to [www.census.gov/schools](http://www.census.gov/schools).

**Life Smarts** Learn about personal finance, the environment, technology & more! Go to [www.lifesmarts.org](http://www.lifesmarts.org) for more information.

**Master's Degree in Applied Leadership for Teaching and Learning**, UWGB, to learn more about the program contact us at 920.465.2003 or at [www.uwgb.edu/altl/](http://www.uwgb.edu/altl/)

**NASA WSGC Special Initiatives Program Request for Proposals/Aerospace Outreach Program/Scholarships and Fellowships 2010-2011**  
Postmark Deadline: February 22, 2010 go to [www.uwgb.edu/wsgc/k12/si.asp](http://www.uwgb.edu/wsgc/k12/si.asp)

**National History Day in Wisconsin** It's more than just a day, it is a yearlong academic program designed to connect students with the study of history. For more information please visit [www.wisconsinhistory.org/teachers/historyday](http://www.wisconsinhistory.org/teachers/historyday)

**NCTE** has many resources for elementary school teachers in reading, writing, spelling and vocabulary check us out at [www.ncte.org](http://www.ncte.org)

Visit the **Neville Public Museum** and be amazed! Check out their website at: <http://www.nevillepublicmuseum.org/>

**NWTC 2010 Recruitment Events** – go to the Recruitment Office on our website at [www.nwtc.edu](http://www.nwtc.edu)

**Preventing Teen Rx Abuse** Through Take Back Programs at the Coalitions Online newsletter at [www.drugfreecollier.org](http://www.drugfreecollier.org)

**Public Health Information & Referral Services for Women, Children & Families** log on to [www.mch-hotlines.org](http://www.mch-hotlines.org) to search the database of community resources and click on search on the left menu.

**Reading Made Easy** to enrich and improve the lives of millions of people worldwide by making information accessible through the use of affordable technology at [www.readingmadeez.com/](http://www.readingmadeez.com/)

**Response to Intervention Webinars** - Creating new opportunities to help your students thrive. To register:  
<https://pearsononline.webex.com/pearsononline/j.php?ED=100519522&RG=1&UID=0>

**Responding to Missing and Unidentified Persons**, February 23 – 25, 2010 – Appleton, Wisconsin. Visit [www.fvtc.edu/missing](http://www.fvtc.edu/missing)

**Serve Wisconsin** Serve Wisconsin is a 22-member citizen body appointed by the Governor. Serve Wisconsin is attached to the Wisconsin Department of Administration and housed at the Wisconsin Department of Health Services and is currently supported by a staff of five. Serve Wisconsin supports service in Wisconsin primarily by granting **AmeriCorps** funds through the **Corporation for National and Community Service** to organizations that involve citizens in service activities that meet human, educational, environmental, public safety, and homeland security needs. Through their participation in AmeriCorps programs, citizens are given the opportunity to not only enrich the lives of the people and communities they serve, but also their own lives through professional and personal development.  
<http://www.servewisconsin.wi.gov/category.asp?linkcatid=2885&linkid=1489&locid=162>

**Teaching Tolerance Grant** – it's easy to apply, for guidelines visit: [www.teachingtolerance.org/grants](http://www.teachingtolerance.org/grants)

**Test Prep** a FREE Great Lakes online tool for ACT and SAT test preparation, visit [KnowHow2GoWisconsin.org](http://KnowHow2GoWisconsin.org) to take advantage of this FREE offer.

**Toward Harmony with Nature**, Saturday, January 30, 2010, Oshkosh Convention Center, Call 920.525.2236 for more information.

**Transition Resources from Wisconsin DPI:**

<http://dpi.wi.gov/sped/pdf/tranopndrs-self-determination.pdf>

<http://dpi.wi.gov/sped/pdf/tranopndrs.pdf>

**Trees for Tomorrow Adult Workshops 2010** Teacher workshops and Skillbuilder workshops –go to [www.TreesForTomorrow.com](http://www.TreesForTomorrow.com)

**3<sup>rd</sup> Annual Tribal Gathering: Partnering for Success** – February 23 & 24, 2010 at Potawatomi Carter Casino & Hotel, Wabeno, WI

**Wisconsin Environmental Education Board** Grant opportunities – email [weeb@uwsp.edu](mailto:weeb@uwsp.edu) for information on grants available for the 2010-2011 school year.

**Wisconsin Historical Society** – linking Wisconsin Historical Society Educational Titles to the Textbook, Wisconsin: Our State, Our Story.

**Wisconsin History Resources** showcases a Wisconsin Encyclopedia 2009-2009 Edition for more information regarding this resources email [nabdllc@yahoo.com](mailto:nabdllc@yahoo.com)

**Wisconsin: Our State, Our Story** a great resource for teachers. For sample pages visit [www.wisconsinhistory.org/textbook](http://www.wisconsinhistory.org/textbook)

**WIOC** is an abbreviation for the **Wisconsin International Outreach Consortium**. WIOC's mission is to share resources and to collaboratively support international education and global awareness. Some upcoming events and resources are listed at: <http://wioc.wisc.edu/>

**Wisconsin Lions Camp** seeking staff and campers – visit the website at [www.wisconsinlionscamp.com](http://www.wisconsinlionscamp.com)

**Wisconsin Reimbursement and Annual Grants National Board Certified Teachers** – NBCTs who have received reimbursement for certification expenses and qualify may be eligible to apply for a \$2,500 annual grant in each of the subsequent nine years. Visit us at [www.dpi.wisconsin.gov/teped/nbgrant.html](http://www.dpi.wisconsin.gov/teped/nbgrant.html)

Wisconsin Space Camp Grant Consortium has paid summer internship opportunities. Go to [wsgc@wugb.edu](mailto:wsgc@wugb.edu) for more information.

**2010 Wheelchair Basketball Camp** – June 12 – 17, 2010 at UW-Whitewater. For more information go to <http://camps.uww.edu>



#### **Worth Surfing**

See the “Surf Report” at: <http://explore.ecb.org/surf> this month features Chemistry and also other current and archived “Surf Reports.”

<http://pbskids.org/> By kids, for kids, about kids ages 9 – 12 and organized across five topic “channels”: friends, family, school, body and emotions, with no subject off-limits.

[www.pbs.org/teachersource/](http://www.pbs.org/teachersource/) PBS Teacher Resource

[www.StopBullyingNow.hrsa.gov](http://www.StopBullyingNow.hrsa.gov) has resources available, including an online resource kit with 22 downloadable documents.

<http://www.centerforsocialmedia.org/ecitizens/index.htm> Identifies and analyzes about 400 websites, created for and by youth that engage youth in civic affairs.

[www.educationworld.com](http://www.educationworld.com) contains lesson planning, professional development, technology integration and more [www.rif.org/readingplanet](http://www.rif.org/readingplanet), an online world of books for kids, grades K-8.

[www.getnetwise.org](http://www.getnetwise.org) Internet safety and security information

<http://wiredforbooks.org>, features audio and video presentations of book/poetry readings, including children’s stories and author interviews.

[www.infosoup.org](http://www.infosoup.org) check out the new and improved library system!

[www.wpr.org](http://www.wpr.org) Wisconsin Public Radio

[www.wpt.org](http://www.wpt.org) Wisconsin Public Television

# The Green Bay Packers Hall of Fame is hosting an art contest to celebrate Youth Art Month in March

Prizes will be awarded to winners in each age group

The grade levels for the judged artwork will be:

K-2 3-5 6-8 9-12

\*All entries must be received by January 31, 2010

Entry forms will be available on

[http://www.lambeaufield.com/hall\\_of\\_fame/art\\_contest/](http://www.lambeaufield.com/hall_of_fame/art_contest/)

For more information, call 920-569-7512 or email [broderickk@packers.com](mailto:broderickk@packers.com)

## ATTORNEY GENERAL J.B. VAN HOLLEN ANNOUNCES WISCONSIN SCHOOLS TO PARTICIPATE IN AMBER ALERT POSTER CONTEST

**“Bring Our Missing Children Home” Theme of This Year’s Poster Contest, Entry Deadline February 12, 2010**

**MADISON** – Attorney General J.B. Van Hollen announced today that Wisconsin schools will be participating in a national poster contest being launched to commemorate National Amber Alert Awareness Day.

Each year the United States Department of Justice sponsors a national poster contest and announces the winner at the annual National Missing Children’s Day Ceremony in Washington, D.C. Wisconsin 5<sup>th</sup> graders schools participating in the event will have the opportunity to submit their winning poster for judging. The Wisconsin Department of Justice administers a Missing Children Clearinghouse, which coordinates efforts on behalf of Wisconsin’s missing persons. Wisconsin’s Clearinghouse for Missing & Exploited Children & Adults has developed and coordinates the process for Wisconsin’s statewide poster competition.

Completed posters should be sent to the Wisconsin Department of Justice as noted below:

Susan A. WhiteHorse, Manager  
WI Clearinghouse for Missing & Exploited Children & Adults  
Wisconsin Amber Alert Coordinator  
17 West Main St.  
PO Box 7857  
Madison, WI 53707-7857

The deadline for receipt of posters at the Wisconsin Department of Justice is February 12, 2010. Additional information on the poster contest is available on the DOJ’s web site at <http://www.doj.state.wi.us/>. Each state’s Missing Children Clearinghouse will then submit the single winning state poster to the U.S. Department of Justice for final judging. The national judging will take place in April 2010, and one national poster contest winner will be selected. The theme for this year’s poster contest is “Bring Our Missing Children Home.” A complete packet of information relating to the poster contest can be found at: <http://ojdp.ncjrs.gov/programs/postercontest>.

Wisconsin’s Amber Alert Plan, initiated by the Wisconsin Department of Justice in 2003, is a voluntary effort led by the Department of Justice in association with the Wisconsin Broadcasters Association, Dane County Public Safety Communication Center, state Department of Transportation, local law enforcement agencies, the Wisconsin Lottery and other participating agencies. Working together, these participants make it possible for information to be disseminated rapidly to the public during the first critical hours following the abduction of a child by activating an Amber Alert.

When an Amber Alert is activated, Wisconsin radio and television stations interrupt programming to broadcast information about an abducted child using the Emergency Alert System. Highway message board signs also transmit information about a confirmed child abduction. The additional eyes and ears provided by the public increase the chance that an abducted child will be recovered safely.

“Since 2003, Wisconsin has had 18 successful Amber Alert activations, resulting in the safe recovery of 23 children,” Van Hollen said. “The program’s success is attributable to the hard work of DOJ’s Division of Criminal Investigation personnel, our partners in law enforcement and government, as well as participating media and concerned citizens who respond to alerts and volunteer information.”

The Amber Alert System is named in memory of nine-year-old Amber Hagerman, who was abducted while riding her bicycle in Arlington, Texas, in 1996. Her body was located four days after she was reported missing. She had been brutally murdered. These events inspired Dallas-Fort Worth broadcasters to team with local law enforcement, creating a warning system to aid in the search for abducted children.

Visit <http://www.amberalertwisconsin.org> for more information on the Wisconsin Amber Alert System. If you have any questions or need additional information on the poster contest, please contact Darla Waldron of the Wisconsin Department of Justice at (608) 266-0335 or e-mail at [waldondj@doj.state.wi.us](mailto:waldondj@doj.state.wi.us).

To sign up for wireless Amber Alert messages please visit the National Center for Missing & Exploited Children’s web page at [http://www.missingkids.com/missingkids/servlet/ServiceServlet?LanguageCountry=en\\_US&PageId=4123](http://www.missingkids.com/missingkids/servlet/ServiceServlet?LanguageCountry=en_US&PageId=4123).