

The Wisconsin State Reading Association Presents

How Students Learn: Understanding the Complexities of Teaching and Learning Series

The Power of Students and Teachers Thinking Together

Two Institutes Available; July Institute is a repeat of the April Institute

April 30, 2016

Holiday Inn - Pewaukee "Milwaukee West"
N14 W24140 Tower Place, Pewaukee, WI

July 27, 2016

In the Tomahawk Area
Details Online to Follow



Institute check-in begins at 8:30 AM • Institute time: 9:00 AM to 3:00 PM

What happens when teachers relentlessly pursue the most powerful practices that result in significant academic gains for all and, in addition, have an extraordinary impact on children's social and emotional growth? What does it take to set a learning trajectory for each student that results in competence, a sense of belonging, meaningfulness, and autonomy for learning? Can we really have it all?

This institute will unpack the theories, research, and practices that result in the kind of learning we might not think is possible. Have a look inside classrooms where children and teachers think together to accomplish these goals and experience their journeys. Videotapes will be shared.

Participants will:

- Learn practices to encourage academic and social-emotional growth
- Understand how to use formative practices to develop learning trajectories for individual students
- Develop strategies for building a classroom community of readers and writers
- Experience each presenter's classroom through videotapes
- Collaborate with other educators

While these educators are teachers in K-3 settings, the principles of what they do, cuts across grade levels.

Registration

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Name _____

Address _____

Phone _____

Email: _____

Membership # _____ Expiration Date _____

Register Online at:

<https://goo.gl/dHL3o0>

or Mail to:

WSRA
909 Rock Ridge Road
Burlington, WI 53105
(262) 514-1450

Member..... \$40

Nonmember..... \$75

WSRA membership fee.... \$37

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Institute Speakers



Peter Johnston, Keynote Speaker

Author, Professor Emeritus, University State at Albany, State University of New York. The relationship between research and practice is complicated and proponents on each side of any educational argument (appropriate strategies for instruction, intervention, assessment, etc.), claim that research is on their side. This session introduces educators to some ways to think critically and sensibly about evidence when trying to improve teaching and learning.

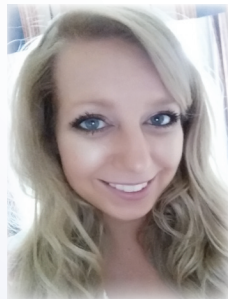


Kathy Champeau

Reading Specialist, Consultant, Adjunct instructor at UW-Milwaukee, & WSRA Past President

Laurie McCarthy

Multi-age
First/Second
Grade Teacher,
Muskego-Norway



Sarah Helmer

Kindergarten Teacher,
Muskego-Norway

Merry Komar

Multi-age Second/Third
Grade Teacher, Waukesha



After visiting these teachers' classrooms, Peter Johnston, author of *Choice Words* and *Opening Minds*, said this about Sarah Helmer, "She has an uncommonly strong understanding of children's collective and individual literacy development and how to teach effectively."

Johnston told Merry Komar "I can't image a better learning community. I could have stayed all day." When visiting Laurie McCarthy's classroom, Johnston recognized, "She carefully chooses the books she uses for reading with the children in order to help them address issues they are dealing with and to build a productive learning community."