

# 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



Co-sponsored by WSRA and CESA 9

**July 27, 2016**

CESA 9 Office • 304 Kaphaem Road • Tomahawk, WI 54487



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, cut across grade levels.

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## Registration

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Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Email: \_\_\_\_\_

Membership # \_\_\_\_\_ Expiration Date \_\_\_\_\_

Register Online at:

<https://goo.gl/zzQEDk>

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."