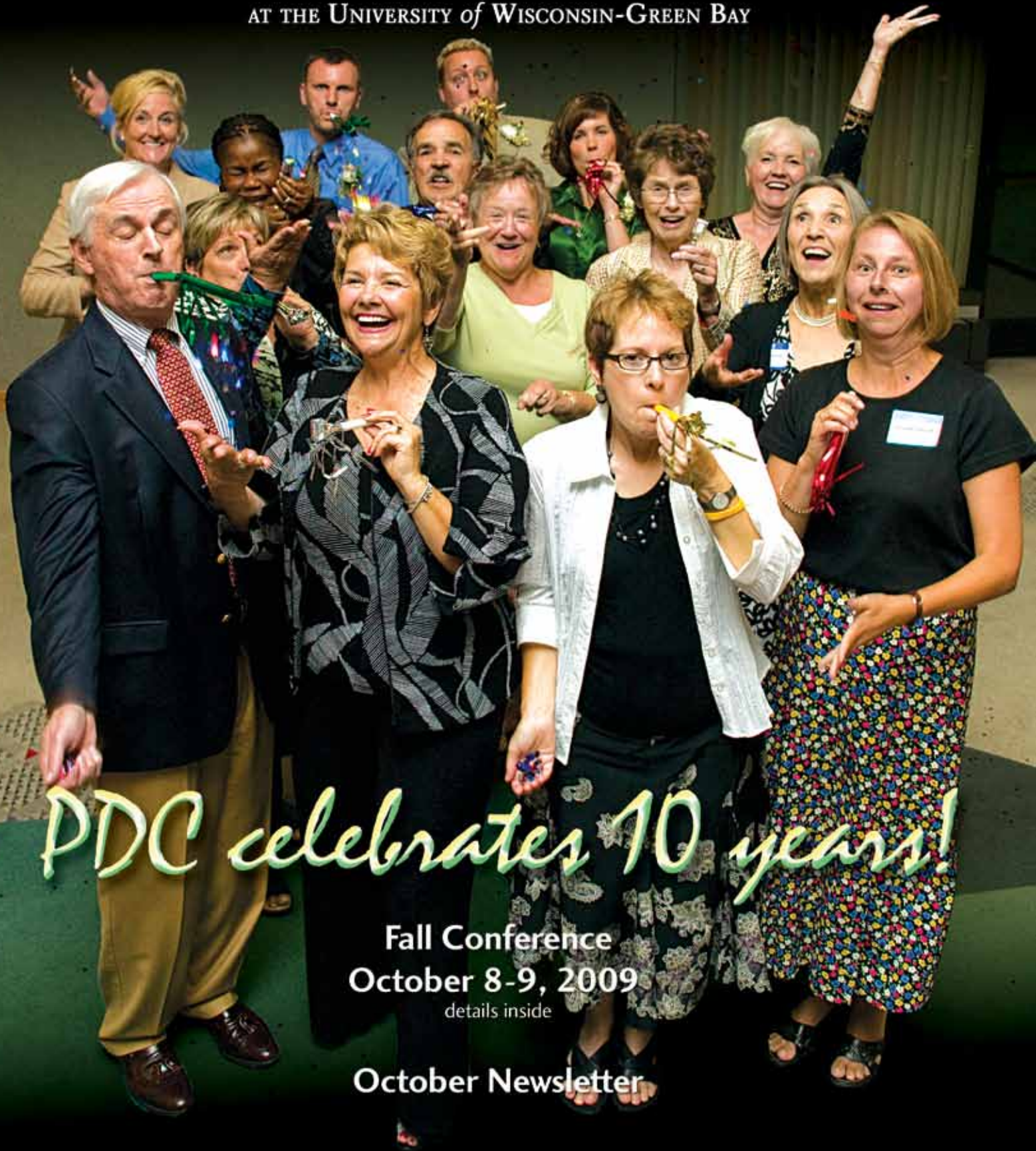


INSTITUTE FOR LEARNING PARTNERSHIP

AT THE UNIVERSITY OF WISCONSIN-GREEN BAY



PDC celebrates 10 years!

Fall Conference
October 8-9, 2009
details inside

October Newsletter



New PDC Cohort

Eleven educators from Green Bay, De Pere, Manitowoc and West De Pere school districts began the Professional Development Certificate (PDC) program this summer. They will develop action plans

focused on improving their students' learning while meeting the goals of their districts and schools.

Using the National Board for Professional Teaching Standards as its framework, the PDC provides candidates the opportunity to develop skills in collegiality, self-reflection,

self-direction, inquiry and action research. It also requires candidates to complete a final portfolio that documents student learning and meets the approval of the Quality Review Board (QRB). The PDC program has graduated more than 200 candidates since its inception.

THANKS FOR A GREAT 10 YEARS!

The Accomplished Educator Professional Development Certificate (PDC) program is celebrating its 10th year and the graduation of more than 200 educators.

"This PDC milestone marks a decade of unique educational partnerships," said Kim Desotell, coordinator of the PDC program. "Truly, this is a celebration of strong and rewarding partnerships between UW-Green Bay as an institute of higher education and local

school districts in Northeast Wisconsin."

PDC graduates are taking on leadership roles in their schools and districts and sharing their action research at local, state and national levels.

Some of the PDC graduates are serving as Quality Review Board members for the program and many of them are facilitators for the PDC's Collegial Opportunity Groups (COG). Many of the PDC graduates are earning their National Board Certification as a logical next step.

"The PDC journey empowers educators to be more informed and responsive as they work to achieve success for each learner in their classroom," Desotell said. "We are proud of the PDC graduates, now over 200 strong, and the rigorous

and relevant contributions as a result of their PDC work."

Here's a few educators who have shared their experiences:

"For me, the entire PDC process was one of self-discovery, as well as developing practical teaching knowledge... In retrospect, the growing pain resulted in a much stronger progression than any academic course could have produced. I would recommend the PDC to any teacher who is willing to take a self-directed, holistic approach to their professional and personal development."

Nadine Butler, BS, PDC
French/Spanish Teacher
West De Pere Middle School

"My participation in the PDC program helped me take what I do with students with autism spectrum disorder to a whole



Celebrating their PDC graduation September 8 were, from left to right, Jan Sutton, Hilarie Rath, Tonya Young, Dawn Greenawald, Simmi Mosier, Jody Ackley, Nancy Colford and Gregory Sawyer. Missing: April Jatczak, Christine Kintz, Heidi Konkel, Kristy Krueger, Paul Robertson and Wendy Schlosser.

FALL CONFERENCE FEATURES LITERACY LEADERSHIP EXPERT

Closing the Achievement Gap through Literacy Leadership is the theme of the Institute's 11th annual Fall Conference. The event will take place Thursday and Friday, October 8 and 9 in the Phoenix Rooms of the University Union at UW-Green Bay.

Ellin Oliver Keene, author, national literacy expert, and former classroom teacher, staff developer and adjunct faculty, will lead the Thursday evening discussion on how schools and districts can close the gap with a strong focus on literacy leadership.

In her Thursday evening keynote titled, "Literacy Comprehension and the Development



ELLIN OLIVER KEENE

of the Intellect," Keene will demonstrate ways in which ordinary literacy experiences can be transformed into intellectually rich lessons for all students. This topic especially applies to educational leaders and classroom teachers in their efforts to close the achievement gap.

On Friday, Keene will open the workshop with her presentation on "Critical Questions in Literacy Leadership." Her demonstration with local children will illustrate the effectiveness of strategies presented earlier.

"Ellin Keene is an amazing presenter who makes us think more deeply about the core of comprehension and literacy instruction," says Claire Wick, CESA 7 literacy coordinator. "She shares invaluable ideas and tools to help readers engage and connect with texts. I wouldn't miss a chance to spend time with Ellin — she can change your thinking."

Register online:
www.uwgb.edu/learnpart

Keene and Local Educators Lead Breakout Sessions: Friday Workshop

Local experts on literacy issues and the achievement gap will join Keene to lead Friday's Fall Conference Workshop. Keene's presentation begins at 8 a.m. with breakout sessions at 9:45-10:45 a.m. and repeated at 12-1 p.m. Names of presenters and their presentation are listed as follows:

Breakout Sessions I & II:

- 1. Getting Students to Understand: A Plan for Format, Instruction and Resources.** Presenter: Linda Helf, K-12 Retired Reading Support Teacher, Manitowoc Public Schools.
- 2. 21st Century Learning: How Do We Get There?** Presenter: Paul Sandrock, Assistant Director, Content and Learning Team, DPI, Madison.
- 3. The Essence of Literacy Leadership.** Presenter: Ellin Keene, Keynote Speaker.
- 4. Response to Intervention (Rtl) as an Adolescent Literacy Issue.** Presenter: Claire Wick, School Improvement Specialist/Literacy Coordinator, CESA 7.
- 5. Integrating Literacy into Mathematics Instruction.** Presenter: Pam Plamann, Mathematics Curriculum Support Teacher, Green Bay Area Public Schools.
- 6. Literacy for ELLs in the Mainstream Classroom—Best Practices to Help Close the Gap.** Presenter: Mary Ellen Merck, Bilingual/ESL Elementary Teacher and Program Support Teacher for ELL/Bilingual Teachers, Green Bay Area Public Schools.
- 7. The 'Ins and Outs' of Read 180.** Presenter: Nancie Brennan, Special Education/Reading Teacher and District Coordinator of READ 180 program, Green Bay Area Public Schools.



LINDA HELF



PAM PLAMANN



PAUL SANDROCK



MARY ELLEN MERCK



CLAIRE WICK



NANCIE BRENNAN

Area educators receive nine grants from Institute

Nine grants were awarded to area educators from the Institute for Learning Partnership. The grants will be used in the 2009-2010 school year to improve teaching and learning in Northeastern Wisconsin schools.

The grants were available to educators in Cooperative Educational Service Agency (CESA) districts 7 and 8. Up to \$7,500 was available for projects exploring effective approaches to closing the achievement gap in local schools. Recipients are:

Maureen Schiefelbein, Beecher-Dunbar-Pembine School District, Building Partnerships for School Improvement, \$7,500.

Judy Munsey and Kirk Knutson, Gibraltar Area School District, Differentiated Learning, \$7,492.

Tammy Vann, Baird Elementary School, Green Bay Area Public School District, Closing the Achievement Gap in Math Through the Use of Differentiated Take-Home Math Bags, \$2,968.

Linda Kadingo, Green Bay West High School, Green Bay Area Public School District, Bridging the Achievement Gap Through Technology, \$4,593.

Shirley Paulson, Green Bay Area Public School District, AVID Algebra Readiness Project, \$5,320.

Amanda Gay, Meadowbrook Elementary School, Howard-Suamico School District, Increasing Literacy Proficiency Through Student-Driven Centers, \$1,500.

Melissa Harley and Rebecca Hubler, Oconto Elementary School, Oconto Unified School District, Creating a 21st Century Classroom, \$4,973.

Linda Gantz, Lannoye Elementary School, Pulaski Community School District, Success for Each: Increasing Math Achievement (3-5), \$2,520.

Kelley Swartz, Southern Door High School, Southern Door County School District, Freshmen Transition Summer Program, \$2,100.

The Institute for Learning Partnership at the University of Wisconsin-Green Bay enhances professional development for educators to improve academic achievement for all learners. The Institute brings together educators from K-12 area school districts, universities, colleges, businesses and local community leaders with the expressed purpose of improved learning for all in grades PK-16. For full summaries of the grant proposals go to www.uwgb.edu/learnpart/.



DEPLOYED RESERVISTS STAY ON TRACK WITH MASTER'S DEGREE

More than 6,000 miles separate teachers Jeffrey Hockers and Mark Bazaldua from their Northeast Wisconsin roots. But they haven't had to put their master's degrees on hold while being deployed to the Middle East.

Bazaldua, a teacher at Eisenhower School, Green Bay, is a sergeant in charge of an intermediate care ward in Camp Cropper, Iraq. "We have 20 beds and we take care of detainees on one side and American and coalition force soldiers on the other side."

Hockers, a teacher at West De Pere High School, is a reservist in the United States Air Force and is stationed in the Middle East supporting operations Iraqi and Enduring Freedom.

Neither wanted to lose ground while they were gone in their pursuit of a Master's Degree in Applied Leadership for Teaching and Learning.

"I think it shows what great people we have in the program," said program Chair, Tim Kaufman. "We told these guys we would do everything

we can to accommodate them while they are gone. Much of that is clarification and answering questions by e-mail as they progress in their final projects."

Hockers is working on strategies for English language arts standards so that they can be incorporated into students' individualized education plans. The modified standards can then be used to assist teachers and the students with disabilities who are mainstreamed into regular education classes.

"Dr. (Tim) Kaufman, (chair of the graduate program) is very accommodating with answering questions and giving feedback via e-mail," Hockers said.

As Hockers continues his work, he plans on incorporating a web page with examples to assist language arts teachers in modifying instruction for those students who are mainstreamed into general education classes.

Bazaldua is focusing his research on ESL and the ongoing issue of English as an official language.

FUTURE TEACHERS TRAIN IN MEXICO CLASSROOMS

With an increasingly diverse population of students in schools, teachers are at an advantage if they learn the skills and dispositions necessary to work effectively with all students from diverse backgrounds.

This is why UW-Green Bay education professor, Steve Kimball, designed a program to immerse pre-service students in a study abroad program in Mexico.

"As a teacher of future teachers, I have an obligation to prepare my students for 'real classrooms,' and today, many of those classrooms contain Hispanic students," Kimball said. "Our students need to better understand the cultural and educational background from which these students are coming. Our students also need to appreciate how difficult it is to learn a second language and learn in a second language."

In January 2008, Kimball and his students traveled to Cuernavaca, Mexico, where they lived with host families for three weeks to study and experience life in Mexico.

Ellen Cook, who graduated in May 2009 from UW-Green Bay with a Spanish major and a mi-

nor in education, has gone on two separate occasions to Cuernavaca, Morelos, Mexico. After her second trip in January, Cook stayed for nine weeks, student teaching in The Discovery Private School — a bilingual K-12 facility.

Cook, who was working on her Spanish teaching certification, had the opportunity to work with Spanish teachers and taught various content areas in Spanish.

"Culturally speaking, there are many important areas to consider when working with a student from Mexico," Cook said. "Aside from the potential lack of academic resources available to students, it is important to keep in mind that Mexican society is very much centered on family. I am thankful for my experience in student teaching in Mexico, which surely will help me in any classroom setting."



Grant Offers Educators the Opportunity to Learn More Science

Thirty-six educators took part in the two-week Einstein Summer Institute at UW-Green Bay this summer. The project is a partnership with The Einstein Project providing in-depth, hands-on instruction, field trips and the chance to apply knowledge through the design of a science unit that will be used in the participants' classrooms during the following school year. This first year content was focused on Earth science and environmental science. Subsequent years will feature botany, human biology, astronomy and meteorology/climatology. A five-member committee of science educators chose the 36 participants. For more go to www.uwgb.edu/learnpart.

Phuture Phoenix to be Replicated in Western Wisconsin

The Phuture Phoenix program received one of its greatest compliments recently — program replication in another part of the state.

A team from UW-Eau Claire traveled to UW-Green Bay in August to learn about Phuture Phoenix, as the program is being replicated on the UW-Eau Claire campus.

Both universities will share funding from the 2009-10 Wisconsin College Access Challenge Grant — distributed

by Great Lakes Higher Education Guarantee Corporation — to help create Blugold Beginnings, a program that will serve at-risk students in the western part of the state.

Blugold Beginnings is the second program to follow the Phuture Phoenix model. Phuture Phoenix



Left to right — Ginny Riopelle and Cyndie Shepard, Phuture Phoenix co-founders; from UW-Eau Claire, Kirby Harless, Rogelio Encizo, Sarah Gonzalez, Jodi Thesing-Ritter, Lissa Martinez, Mary Huffcutt, as well as Stephanie Cataldo Pabich, Phuture Phoenix associate director and Kim Desotell, Phuture Phoenix director.

NEWS AND NOTES

WELCOME ERICA!

Erica Spurgeon is starting her second-year AmeriCorps VISTA service term this fall. Last year she taught in an after-school program in Milwaukee, with the goal of closing the achievement gap. This year she focuses on creating a strong parent outreach program for Phuture Phoenix and the Green Bay schools. Her project sites are Tank and Lincoln elementary schools, Franklin Middle School and West High School. As a UW-Green Bay alumna, Erica understands the key role the University plays in the community and is excited to help the community and schools become stronger.



ERICA SPURGEON



INSTITUTE FOR Learning Partnership

The Institute for Learning Partnership is composed of the districts of the Northeast Wisconsin Cooperative Educational Service Agencies (CESAs) 7 and 8, regional school boards, PK-12 educators and administrators, Wisconsin Education Association Council (WEAC), Professional Development Academy of WEAC, Northeast Wisconsin technical colleges, Green Bay Chamber of Commerce Partners in Education, regional business and community leadership and the University of Wisconsin-Green Bay.

The Institute's mission is to promote high educational achievement for all learners by providing the framework for empowering educators with professional development opportunities and resources for classroom-based research.

The Institute receives funding and resources from the University of Wisconsin-Green Bay, and Institute personnel work closely with the University's faculty and staff, its undergraduate teacher-preparation program, and its Master's Degree Program in Applied Leadership for Teaching and Learning.



CONGRATULATIONS NANCIE BRENNAN

Nancie Brennan, special education and reading teacher at Edison Middle School and District Coordinator for READ 180, Green Bay Area Public Schools, received the 2009 READ 180 National Outstanding Educator Award for her dedication, high expectations and respect for all students. READ 180 is an intensive reading intervention program designed to meet the needs of students who are reading below grade level. It recognizes the exceptional vocational commitment of READ 180 educators. One of Brennan's former students, David Boucher, was recognized as one of nine winners in the 2009 READ 180 All-Star Awards, noting the outstanding achievements of students who overcome their reading challenges to succeed in school.

FREE! NATIONAL BOARD SUPPORT WORKSHOP

A National Board Candidate Support Workshop begins in September at no cost to those seeking National Board certification. The workshop is supported through WEAC and the Institute. All workshops are taught by National Board Certified teachers/counselors. The group meets Friday evenings beginning September 18. For details and registration go to www.uwgb.edu/learnpart or contact Juliet Cole 920-465-5094 or colej@uwgb.edu.

PDC "BUDDY DISCOUNT"

Enroll in the next PDC Spring Cohort with your colleagues/buddies from the same school/building and get the "buddy discount." Three or more candidates from the same building/school pay \$800 per installment instead of \$1,000. The total would be \$3,200 instead of \$4,000. Candidates will save a total of \$800. For more information, call Patti Leary at 920-465-5063.

PDC DEADLINE

Applications for the next PDC cohort will be due January 12, 2010. The cohort will begin February 5. For more information contact Patti Leary at 920-465-5063 or e-mail learyp@uwgb.edu. Online registration will be available in November at www.uwgb.edu/learnpart.



This document is written and designed in cooperation with the Institute staff and personnel from UW-Green Bay's Office of Marketing and Communication.

On the cover:

Helping the PDC celebrate 10 years and more than 200 graduates were: John Crubaugh, Helen Schaal, Maryanne Marinetti, Dawn Orfield, Richard Schaal, Catherine Coles, Tonya Young, Juliet Cole, Kim Desotell, Paul Robertson, Gregory Sawyer, Linda Helf, Mary Derginer, Julie Hannon and Judy Crain.