



**Milton High School
Milton, WI**



9:20-10:35

Room 114: Skylar Primm (Hi-Marq Middle/High School, Montello)

Individualized Learning at My Project Based School: What's it to you?

My school is probably not like yours. It's small and rural, and nearly all the work my students do is individualized and project based. I spend each day with the same 14 middle through high school students, continuing to work with them for as many as six years. I am privileged to be able to develop meaningful long term relationships with these students as they develop their intrinsic desires to learn through project based learning.

So... why would you want to listen to me, then? In my school district, I am also an instructional coach for project based learning, and I am here to help you integrate it with your current practice. Come to this session to share stories and questions about trying project based learning in your classroom. Leave with ideas for how you can tweak your practice to engage the unique needs of all learners, regardless of your school situation.

Room 118: Liz Mehls (Cardinal Heights Middle School, Sun Prairie)

Engaging Adolescent Males: My Challenge to Motivate Boys to Write!

My focus is engagement, especially with young adult males. Let's be real, writing is hard enough to teach and help facilitate growth in when students *are* engaged. It becomes significantly more difficult with unengaged students. In this presentation, I will share my attempt to learn and implement ways to engage my students (especially boys) in literacy, and foster intrinsic motivation in adolescents.

Room 120: Emmy Battist (Northside Intermediate School, Milton)

Meaningful Revision: Helping Students Craft Better Writing

Do you ever struggle to have your students revise their work after their first draft? Does revising sometimes start to look more like editing? Are you looking for more tools to help your students revise? In this session we will:

- differentiate between editing and revising
- look at effective ways to model writing instruction
- go over revision strategies
- share peer/group revision strategies to use with a class

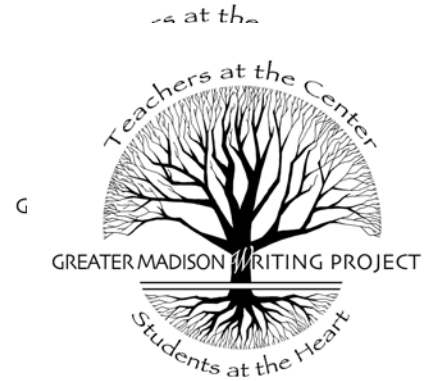
Room 128: Mary Ann Feutz (Lincoln Elementary School, Madison)

The Multigenre Research Paper: Engaging Students through Multigenre Research

Turning research projects into multi-genre projects creates excitement and motivation. This session will dig into ideas and resources designed to make the research process more engaging and motivating for students. Participants will become familiar with the concept and process of multi-genre writing and examine student examples & feedback.



February 4th, 2017
Milton High School
Milton, WI



10:45-12:00

Room 114: Kelly Kroon (Reedsburg Elementary Schools, Reedsburg)

Writing for Comprehension

Can students who struggle with reading comprehension increase their ability to comprehend by writing more? This is the question I am seeking to answer through personal research of current literature and action research in my intervention classroom. In this session, I will share what I have learned about strategies that help students improve their reading comprehension and writing skills. While I work primarily with lower elementary students, these strategies can be adapted for use at all levels.

Room 118: Mark Childs & Jen Doucette (Madison Country Day School and Waunakee High School, Waunakee)

The Productive Writing Workshop Classroom

There are many ideas for improving student-teacher conferences in the writing workshop classroom, but what about the 95% of time when each student is working outside the teacher's direct influence? In this seminar, we will explore ways in which teachers can cultivate the best workshop environment for when students are working independently or with peers. Come prepared to share your own ideas and learn from each other how to foster the culture of a writing community and develop the systems and structure of a productive writing workshop.

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Room 128: Mark Dziedzic and Mark Nepper (UW-Madison and West High School, Madison)

Write-Ins, Peer Response Groups, and Author's Chair: Creating Choice and Audience in the Classroom

If we want engaged writers, we must find ways to provide students with choice and an audience for their writing. This workshop will explore three GMWP core practice - write-ins, writing response groups, and author's chair - that promote choice and audience and are applicable to classrooms across grade levels.