

Wildly Exciting Conference



**GRAND VALLEY
STATE UNIVERSITY**
CHARTER SCHOOLS OFFICE

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In partnership with the Grand Valley State University College of Education, the Charter Schools Office cordially invites you to participate in the annual Wildly Exciting Conference.

To encourage participation the Charter Schools Office will provide 100% registration reimbursement for faculty, staff and board members within our portfolio of schools.

Please review the Charter Schools Office Reimbursement Policy for additional details.

[Click here...](#)

Wildly Exciting Conference

August 2-6, 2010 - Eberhard Center- Pew Campus - GVSU

Cost: \$175 – 5 day conference, \$125 – 3 day conference, \$75 – single day (No single day registration for Friday)

Price includes continental breakfast and afternoon snack. Lunch will be on your own. In addition participants can earn: 3 GVSU credits / 9 SB-CEUs – 5 day conference OR 1 GVSU credit / 3 SB-CEUs – 3 day conference

To register or for more information visit www.gvsu.edu/coe/wildly.

Monday - Dr. Debra Pickering - Marzano and Associates *Building Academic Vocabulary*

New research has shown that knowledge of academic vocabulary is one of the strongest indicators of how well students will learn in their content-area studies. The presentation will help teachers focus on:

- A method to determine the most relevant academic vocabulary terms for their students
- A six-step process for direct instruction in content-area vocabulary
- Directions for the use of student notebooks as an aid to vocabulary instruction

The approach to vocabulary instruction emphasizes repeated encounters with new terms, including the use of games and activities, to build and maintain the content-area vocabulary knowledge that boosts academic success.

Tuesday - Dr. Doug Fisher - San Diego State University

Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding

The power of peer-to-peer learning is a well documented method of effective instruction. Perhaps the most influential theorist on the role of peer-assisted learning is Lev Vygotsky, who believed that all learning is mediated by interactions with others. Therefore, collaboration with peers becomes a necessary part of the learning process. In this session, we will consider ways in which group work complements instruction in a gradual release of responsibility framework. Objectives:

- Participants will examine components necessary for group work to be productive.
- Participants will identify quality indicators of productive group work.
- Participants will assess various classroom instructional routines for their usefulness in group work.

Wednesday - Dr. Paula Lancaster - Grand Valley State University

Response-to-Intervention: A Guided Tour Through the Multi-Layered Process

The purpose of this session is to discuss various aspects of RTI from school-wide screening batteries to tiered interventions. Participants will have an opportunity to explore case studies and scenarios at the individual, classroom, and building level, consider different configurations for implementing tiered interventions, and apply new learnings to their own settings. Additionally, RTI across the grade levels will also be discussed. Come prepared to learn, question, decide, and discuss RTI.

Thursday - Dr. Robin Fogarty and Mr. Brian Pete - Robin Fogarty and Associates, Chicago, IL *Informative Assessment: When It's Not About a Grade*

Instruction and assessment should go hand in hand. While both formative and summative assessments can inform instruction, our focus is too often on creating a final grade or score, not on gaining insights to guide instruction. When we change our focus, the results on student performance are positive and powerful. It's the difference between asking "How did I do?" and rather than "How am I doing?". In this highly interactive session, participants will learn about, teacher-tested, tried and true In-Formative assessment tools that they can apply immediately in their K-12 classrooms.

Friday - Dr. Carol Ann Tomlinson - University of Virginia

Defensible Differentiation: What Would it Take to Get it Right?

The topic of 'differentiated instruction' is central in current educational conversations, yet often what passes as 'differentiation' lacks fidelity to essential principles of the model. In this session, Carol Ann Tomlinson will examine key non-negotiables of defensible differentiation and illustrate those essentials with clear and practical classroom examples taken from a broad range of subject areas in spanning grades K-12. By examining teacher developed examples of differentiation (including classroom videos), participants should develop a clearer understanding of what differentiation is (and is not), why it matters, strategies for implementing it, and a yardstick for thinking about quality differentiation.

Wildly Exciting is a service of the Grand Valley State University College of Education.

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