ESU#13
SOAR’s
Mid-Winter Conference

Monday, February 20, 2017

In 1965, Units were established “In order to provide supplementary educational services to local school districts.” (LB No. 301) This year Nebraska's Educational Service Units are 50 years old. ESU13’s mission is to achieve educational excellence for all learners through strong partnerships, service and leadership.
For 30 years, the ESU13 Mid-Winter Conference has endeavored to meet this mission. Again, in 2017 we’ve increased the partnership opportunities to support district leadership by having several sessions presented by local experts.
Sessions this year are organized around AQuESTT, Accountability for a Quality Education System, Today and Tomorrow, from Nebraska State Board of Education. The six tenets of AQuESTT enhance positive investments in our children and schools.

Supported by:
Core Service and Special Education In-Service Funds
Nebraska Department of Education
This flyer is available electronically at www.esu13.org. Click on “ESU #13 Mid-Winter Conference”

SESSION LOCATIONS:
Harms Advanced Technology Center, 2620 College Park, Scottsbluff
Hampton Inn Conference Center, 301 West Highway 26, Scottsbluff
Gering Civic Center, 1050 M Street, Gering NE
Weborg 21 Centre, 2625 10th Street, Gering NE

This table is in alphabetical order by presenter. Click the topic to go to the description of the session. A table by topic follows.

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*indicates a repeated session
F=full day session
A=morning session
P=afternoon session

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### Overarching

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Click here for registration instructions.
**Michaela Babic**

**A11-Using Noteflight in the Elementary/Middle School classroom**

Noteflight allows you and your students to create, view, print, share and listen to professional quality music notation on your computer, tablet or smartphone. In this session, you will get a tutorial on how Noteflight works including: How to create templates and how to create, store, and manage student assignments and compositions. We'll also discuss ideas about incorporating Noteflight into your classroom. We will also explore the Quaver Elementary and Middle School Music Curriculum.

Michaela currently teaches vocal music at Bayard Public Schools. After graduating from UNO, she taught for 4 years in eastern Nebraska before returning to her hometown to teach for the last 4 years with her husband, Doug. They have 3 children- Ben-6, Sam-4, and Mayzie- 1.

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**David Bollish**

**P40-CHOICES, Non-traditional Learning in a Traditional Environment**

Learn how you can increase the success of your at-risk students by focusing on culture, community, mission, and vision. This session will include details about how CHOICES works; from curriculum, RtI, PBIS, and daily programming. You'll learn why the program works, how they find high-risk students and increase their success, and how they build a culture of success for both staff and students. You'll learn how to use tools including behavior and support matrices.

David is in his 6th year of teaching; his 4th year at CHOICES. He helped establish the program and assisted with recruiting of students. David is a graduate from University of Nebraska-Kearney. He received his Master's Degree in administration from CSC in 2016. He has served on his district's ACES team (multi-tiered system of supports for behavior). He has had the privilege of presenting at Administrator Days on Response to Intervention and Positive Behavior Support. He is Social Science teacher, who focuses on critical thinking, service learning, feedback, and writing.

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**Pam Brezenski, MS. Ed**

**P41-You Can Do It! Fostering Independence Within the Elementary and Middle School Classroom**

Students achieve more when they feel independent and in control! This session will offer strategies and tools to assist teachers in supporting students to become independent, self-driven learners. Practical tools that are easy to implement in elementary and middle school classrooms will be offered to increase self-monitoring and decrease dependence on support. Creation of tools will take place to support choice making, positive self-esteem, and grit!

Pam Brezenski has experience teaching 6th Grade Language Arts and Social Studies, K-12 Cross Categorical Special Education and Transition Services, K-5 Special Education Learning Disabilities and Emotional Disturbance, and Post-Secondary Career Education and Support. Pam holds a MS from Minot State as a Rural Special Education Strategist and is currently working towards an EdD degree with an emphasis in Special Education. Throughout her educational experience she has used strategies and methods to increase independence in all learners and increase internal accountability. She holds a firm belief that independence and positive attitude must begin in the early educational years to achieve success in the latter stages of education.
** Buffett Early Childhood Institute**

**F7-Early Childhood**

Forty-two percent of children 5 years old and younger in Nebraska are at risk of eventually failing in school. The Buffett Early Childhood Institute works with schools, communities and families to apply the best of what is known about early care, development, and education and in ways that directly improve children's learning and development.

**Kathy Bumgardner**

**A13-Classroom Management for Successful and Sustaining Literacy Instruction-Strategies that Really Work!**

What does a well-managed literacy rich classroom look and sound like? How do I know when my students are truly engaged and empowered and that I am preparing them to be college and career ready at each and every level? This session shares many "real world" literacy tools and strategies for enriching classroom management and deepening and sustaining student learning. Resources shared in this session can be implemented in K-8 classrooms immediately.

**P42-Writing Instruction that Sticks!**

If reluctant writers are an issue in your school/room...then this session is for you. Our focus for this session will be to provide participants with instructional strategies for high quality AND successful K-8 classroom writing instruction. A menu of ideas about HOW to successfully implement writing instruction that utilizes and implements both "response to text" AND the "writing process" that our students need to meet the goals for being COLLEGE & CAREER READY at each stem along the way.

A veteran educator, with more than 30+ years, Kathy Bumgardner is a passionate presenter who combines research-based interactive instructional best practices and positive humor at every opportunity. With a teaching career spanning a variety of grade levels, diverse classrooms, and literacy positions in North Carolina Schools, Kathy fully understands the value of sharing real-world teaching strategies that worked for her in her own classrooms, and the overwhelming challenges that teachers and educators face on a daily basis.

Kathy strives to bring successful research-based practices, as well as her own classroom experiences, into her presentations to promote and support high-quality teaching. Her philosophy for effective and relevant professional development is founded upon the reality that if participants can be interactively engaged and involved in professional development, and also have an opportunity to add in a “Make It and Take It” session, then they will be able to adapt and better sustain valuable strategies that they learn. She constantly strives to both share valuable strategies and spark laughter and motivation in all of her sessions. Truly, there is rarely a dull moment in Kathy's sessions.
Nic Clement

A14-This is Your Brain: This is Your Brain on Schools
This workshop takes current brain research and helps schools and school districts become more brain fit. The workshop is based on the premise that we need to build school leadership, curriculum, pedagogy, counseling and bricks and mortar around what we know about how the brain works. At the end of this workshop, participants will learn what I call the brain’s pin number: 1965, and take away strategies to address areas like attention span, fire to wire, brain and body fitness connection and integrating all five senses into every lesson.

P43-Becoming a Legendary Teacher
During this workshop, I illustrate the positive impact teachers have on the lives of students by relating personal stories centered on legendary teachers in my life. This interactive workshop integrates effective teaching research with the stories and themes. Presenter will also provide an overview of National Legendary Teacher Day and provide information as to how districts can implement Legendary Teacher Day as a vehicle to celebrate and elevate the teaching profession.

Dr. Clement served nine years as the Superintendent of Flowing Wells School District in Tucson, Arizona. Following his retirement in 2013, Dr. Clement was appointed to the Ernest McFarland Citizen’s Chair in Education by the Dean of the College of Education at Northern Arizona University. In this endowed full time faculty position, Dr. Clement is responsible for teaching & advocating for education throughout Arizona and the nation. Dr. Clement has presented and been published nationally in the areas of after-school programs, marketing, customer service and legendary teaching. In his 38 year career, Dr. Clement has also served as a Special Education Teacher, High School Assistant Principal, Junior High Principal, High School Principal and Assistant Superintendent. Dr. Clement earned his doctorate in Educational Administration at the University of Arizona, his master’s degree in Educational Administration at the University of Nevada, and his bachelor’s degree at the University of Michigan.

Sara Cooper

A15-Science in 3-D!
The revision of the 2010 science standards began in October 2016. Explore what the future of science education in Nebraska may look like through hands-on, minds-on activities and a sneak peek at a draft of the standards. It’s all about shifting from learning about to figuring out.

P44-Science in 3-D! Repeat
The revision of the 2010 science standards began in October 2016. Explore what the future of science education in Nebraska may look like through hands-on, minds-on activities and a sneak peek at a draft of the standards. It’s all about shifting from learning about to figuring out.

Sara Cooper is the Science Education Specialist for the Nebraska Department of Education. She spent seven years with the UNL Environmental Studies Program, and taught high school life science, geoscience, physical science, and forensics.
### Kathy DaMoude and Jan Coone

#### F1-World Language: Pushing Towards Proficiency

Learn how to engage your students through the use of best practices in this full-day World Language Teachers’ workshop. Presenters will begin with a review of the basics of TPR, TPRS, and CI methods. Building on the basic techniques, presenters will demonstrate embedded reading, using novels and videos in the classroom and a variety of other activities to improve student acquisition of the language.

Kathy DaMoude has been teaching middle school and high school Spanish for 27 years at Hershey Public School. She has attended numerous trainings held by outstanding national presenters regarding TPRS and CI including: Blaine Ray, Carol Gaab, Karen Rowan, Kristy Placido, Jason Fritze Martina Bex and others. This past fall she traveled to Denver Public Schools with Janine Theiler from the Nebraska Department of Education, and a team of 8 other World Language teachers in Nebraska, to observe their highly successful World Language program. She is excited to share what she has learned from many experts in hopes to assist in moving the state of Nebraska towards greater proficiency in the World Language classroom.

Jan Coone taught Spanish, Library and Technology at Wallace Public Schools for 24 years. Then, she worked at ESU #16 as a grant coordinator for technology grants and a three-year FLAP grant that supported the development of TEESP (Technology Enhanced Elementary Spanish Program). Jan has attended several Comprehensible Input and TPRS conferences, including NTPRS and iFLT, both week long conferences with national presenters. Since retirement, she has continued to facilitate workshops for world language teachers at ESU #16, and teach adult Spanish language classes for MPCC at Imperial. Recently, Jan participated in the Nebraska Department of Education Symposium led by Janine Theiler to help develop better communication and sharing among teachers from pre-K through college.
Eileen Depka

A16-A Focus on Elementary Homework: Practices, Considerations, and Eliminations

This interactive session for elementary teachers will focus on homework from an assessment perspective. The components of quality work will be highlighted. Participants will engage in activities that promote quality homework and assessment design including questioning strategies. Information will be presented and discussions will take place regarding assigning work outside of the classroom. Do’s, don’ts, and considerations will be discussed and evaluated. The session will include homework grading practices along with record keeping and feedback practices. Participants will be provided with resources and examples useful to their practice. This session promises to be filled with challenging thoughts and lively discussion!

P45- A Focus on Secondary Homework: Practices, Considerations, and Eliminations

This interactive session for secondary teachers will focus on homework from an assessment perspective. The components of quality work will be highlighted. Participants will engage in activities that promote quality homework and assessment design including questioning strategies. Information will be presented and discussions will take place regarding assigning work outside of the classroom. Do’s, don’ts, and considerations will be discussed and evaluated. The session will include homework grading practices along with record keeping and feedback practices. Participants will be provided with resources and examples useful to their practice. This session promises to be filled with challenging thoughts and lively discussion!

Eileen Depka, PhD. has a background in assessment, common assessment design, rubric development, standards-based assessment, question design, classroom questioning practices, positive practices in grading and reporting, and the implementation of standards-based grading and reporting. She is the author of books including Bringing Homework Into Focus, Formative Assessment in the RTI Framework, Designing Rubrics for Mathematics, Designing Assessment for Mathematics, and The Data Guidebook for Teachers and Leaders: Tools for Continuous Improvement.

Dr. Depka has supervised and coordinated curriculum, instruction, assessment, special education, educational technology, and continuous improvement efforts. She has taught all subjects at the elementary and middle levels as well as graduate-level courses. She provides professional development for K–16 educators and, as a consultant, has worked across the country, focusing on creating engaging workshops tailored to meet the individual needs of the schools and districts.
### Tara Dunn  
**P46-Learning Science and Social Studies Through Geography**  
As part of the National Geographic State Giant Traveling Map initiative, teachers will learn how to motivate students by exploring the relationship between elevations in Nebraska and the directionality of flowing rivers. Using a room-size vinyl floor map made available by National Geographic and the Geographic Educators of Nebraska (GEON), participants will integrate science and social studies with this "feet on" lesson. They will also learn how to borrow the giant floor map for use in their own classrooms. In addition, through the “Mission Ag Makes It Possible” lesson plan, participants will use active discovery to analyze patterns that show where Nebraska’s top agricultural commodities are produced. All attendees will receive **FREE** hands-on geography materials. Teachers will also learn about other resources and training opportunities made available through free membership in GEON, the National Geographic Society’s teaching alliance in Nebraska. These resources can be adapted for use with all students in grades 2-8 but are especially aligned to 4th and 8th grade teaching standards.

Tara Dunn, a 17-year veteran teacher in the Sioux County Schools, has received extensive training in geography and science education through the National Geographic Society, the National Council for Geographic Education, Nebraska Science KICKS2, and the Geographic Educators of Nebraska (GEON). During the summer of 2016, Dunn was selected to participate in a National Geographic summer institute focused on State Giant Traveling Maps. The institute, held in Denver at the History Colorado Center, brought together geography educators like Dunn from all over the western United States. She is very excited to share the resources that GEON makes available to Nebraska teachers!

### Melissa Engel  
**A17-School Improvement Processes**  
School improvement can be guided with several different processes: AdvancEd, Frameworks, Data Guidebook, Education for the Future, et. al. This session will briefly look at how those processes are alike and what resources and protocols will assist schools in organizing their data. Time will be given for districts to create their own data and data display plans, and time for teams to work with ASSIST or on their plans.

**P47-School Improvement Processes Repeat**  
School improvement can be guided with several different processes: AdvancEd, Frameworks, Data Guidebook, Education for the Future, et. al. This session will briefly look at how those processes are alike and what resources and protocols will assist schools in organizing their data. Time will be given for districts to create their own data and data display plans, and time for teams to work with ASSIST or on their plans.

Melissa Engel has been the Telecomputing Coordinator for ESU 16 in Ogallala for 23 years. She co-chaired the ESU 16 AdvancEd process in their last cycle and has served as an external team member on CIP visits. She has served in the Educational Service Unit Professional Development Organization Instructional Materials group for five years. She has her Masters in Instructional Technology from UNK and currently serves on the ESU Teaching and Learning with Technology affiliate, the state Data Cadre and the ESU PDO Planning Committee.
Molly Funk

F3-Avoiding the Pitfalls: Tips and Tricks for Successfully Evaluating Educators

Feeling like the evaluation process is overwhelming and complex to manage? Wish you could hear some tips and tricks to support evaluating every educator every year AND make it meaningful for their professional growth? This workshop was designed with you in mind! Participants will walk away with tools to support the evaluation process in their districts/schools.

Molly is the founder and Lead Consultant of Core School Solutions. Molly's highly engaging and practical style is embraced by leaders and teachers alike. Molly draws on her experience as a principal, assistant principal, Reading Recovery® teacher, teacher, and literacy coach to inform her work building the capacity of all levels of educators. Her focus on systems approaches to improving instruction at all levels is a coherent approach to school improvement and reform. Molly works with school leaders, districts, Educational Service Agencies, and education support organizations as a professional learning facilitator. She has extensive skills in working with leaders and teams who serve urban populations and families of poverty. She is an NAESP faculty member, Nationally Certified Principal Mentor and Principal Mentor Coach.

Rebecca Gonzales & Rosangela Godinez

A18-Immigration 101, DACA and DAPA

This session will include a short history of immigration in the US and Nebraska and an overview of current immigration law. We will look at the Administrative Relief actions taken by President Obama that created the Deferred Action for Childhood Arrivals (DACA) and Deferred Action for Parents of Americans (DAPA) programs and what the programs mean for Nebraska's students. Finally, we will look at how the recent election may affect immigrants in Nebraska.

P48-Immigration 101, DACA and DAPA Repeat

This session will include a short history of immigration in the US and Nebraska and an overview of current immigration law. We will look at the Administrative Relief actions taken by President Obama that created the Deferred Action for Childhood Arrivals (DACA) and Deferred Action for Parents of Americans (DAPA) programs and what the programs mean for Nebraska's students. Finally, we will look at how the recent election may affect immigrants in Nebraska.

As the Project Coordinator in the Immigrants and Communities Program at Nebraska Appleseed, Rebecca coordinates the Get Out the Vote Projects in 8 communities around the state, facilitates community advocacy and leadership workshops, and provides education and support to rural communities in Nebraska. Rebecca received a BA with Honors in History with a minor in Biology from the University of Nebraska in Lincoln in 1988 and a Juris Doctorate from the University of California, Davis, in 1988. After moving back to Nebraska she was Director of Institutional Research then Vice President of Research and Technology at Doane College prior to coming to Nebraska Appleseed. A first generation Latina from Waukegan, Illinois, Rebecca was a crew chief on one and two engine jets in the US Air Force, supervised photo processing in a reconnaissance unit in the Nebraska Air National Guard and is a Vietnam Era Veteran. She lives in Wilber.

As Justice For Our Neighbor's Rural Capacity Building Attorney, Rosangela provides immigration legal services, education and advocacy support to rural communities in Nebraska, including Lexington and Grand Island, where she facilitates community efforts to meet immigration legal needs. Raised in Lexington, she has diverse employment experience, including working with Legal Aid of Nebraska and Lutheran Family Services. Rosangela graduated cum laude from Creighton University with a double major in marketing and management information systems, and received her law degree from St. Louis University School of Law. Before Joining JFON, Rosangela was a judicial extern in the 22nd Judicial Circuit of the City of St. Louis in the family law division. She is fluent in English and Spanish.
F2-Assessing Students’ Needs in Reading Within an RTI Framework

Response to Intervention is becoming a reality in many classrooms today. The RTI Framework includes Assessment, Instruction and Intervention in a cycle that includes keeping our students at the core of our daily work.

You will be provided with practical techniques and tools you need to fully understand and effectively implement the RTI process, with a focus on the assessment component. You will learn how to use what you already have in place, coupled with easy-to-use methods for assessing your students’ needs, to effectively implement the RTI model in your classroom or school, while focusing on the framework of the stages of reading. You will discover specific steps for identifying your struggling students before they fall too far behind in their reading development. Denise will show you how to administer fast and accurate tests for placing each of your identified students at the correct level of reading. She will focus on innovative and practical ways to adjust your instruction to meet the needs of your students based on your assessment data.

It will be a day devoted to the accurate and efficient assessment of your students’ literacy development within the RTI framework and enhance your connections between instruction, intervention and assessment.

Denise has had the opportunity to work in a variety of roles to support students who struggle over the last 30 years. She has been a special education teacher; provided support as a reading specialist and a curriculum support specialist; she has worked at the classroom, school and central office level; and has also been an administrator, providing support to teachers and other administrators, while focusing on curriculum and teacher/student support. She is the author of RESPONSE TO INTERVENTION: Assessing Students’ Needs in Reading Within a RTI Framework (Grades K-6), the extensive RTI resource handbook each participant will receive at the seminar.
Karen Haase

A19- Special Education Law

Schools across the state have witnessed a huge increase in students who qualify for special education services who have significant behavioral issues. Karen Haase will review provide an update on legal issues related to these special education students. Karen will review what should be included in a behavior intervention plans and a functional behavioral analysis. This discussion will include a review of the least restrictive environment requirement and the continuum of options that schools have in making a placement decision. Karen will also examine common implementation errors made by schools and offer practical advice on how to avoid claims based on the failure of staff to implement the IEP and the BIP with fidelity.

P49-Digital Citizenship

Most education professionals maintain profiles on Facebook, Twitter and similar social networking platforms both as a way of keeping in touch with friends and family and as a form of professional development. Unlike many professionals, however, teachers are held to an extraordinarily high level of conduct. As such, teachers need to be extra careful about what they share online, and with whom they share it. Karen Haase, a Nebraska attorney who specializes on education law, will share legal issues and practical advice about how educators should use social media, both in their professional and personal lives. Karen will also address the sharp increase in litigation against schools by parents who claim school staff did not do enough to respond allegations that students were being bullied and cyberbullied. Karen will discuss the most recent cases and will provide practical advice to teachers on how to deal with allegations of bullying and cyberbullying.

As a recovering teacher, Karen is passionate about high-quality public education. Karen has been practicing school law for 18 years. If there is a legal problem facing a school, Karen has probably dealt with it at least once. Student discipline, teacher improvement and remediation, and board relations with administrators and communities are all fodder for the stories she shares in her presentations and in life.

Karen has extensive experience in, comprehensive knowledge of and heartfelt devotion to special education law. She has tried half of the special education due process cases in Nebraska over the past fifteen years and is a national speaker on special education. She has presented at LRP’s national conferences, including their National Institute, their Special Education Directors Summit and others.

Karen has taught at the high school, community college and university levels. She is the author of numerous articles published in various academic journals. In addition to speaking on education law topics nationally, Karen loves speaking to students, staff, administrators and board members about the issues facing schools in Nebraska.
Lee Jenkins

A20-How to Increase Student Learning and Maintain the Kindergarten Level of Enthusiasm

If students are going to be successful with deep learning and have the ability to transfer all their learning to new endeavors, they must have solid surface learning stored into their long-term memory. When reading fluency falters, math fluency is non-existent, Dolch sight words are not automatic, and math standards are not remembered from prior years, there is a huge problem. Unfortunately, this huge problem is rampant. The belief that, if every teacher would do their best the problems would go away, is just plain false. The teachers are already doing their best in a system destined to fail. When students do not feel successful with learning, their joy for school disappears.

Participants will learn:

1. How to maintain the level of enthusiasm students bring with them to Kindergarten. (Nationally, by 5th grade, we have lost 1/3 of the students; by 9th grade 2/3 of students).
2. How to create incredible joy in classrooms for learning math standards, reading fluency, math fluency, spelling, academic vocabulary, geography, science and history.
3. How to utilize students, even in first grade, to become responsible for all data collection.
4. How to know if a year’s learning occurred in a year’s time.
5. How to build amazing teamwork in the classroom.
6. How to utilize saved time for deep and transfer learning.

P50-Eliminate Cramming and A Whole New Education World Awaits

When teachers are asked why they chose to be a teacher, they never say, “I want to help kids cram, get good grades, and then forget.” However, the system teachers are hired into is based upon cramming and forgetting. This issue can be solved; a system that makes cramming impossible is doable. Now. Even better, 90% of students say they love the process. Even better yet, the students do all of the data compilation, not the teacher. So, for every subject, every grade level from 6-12, this session is for you. Participants will learn:

1. How to eliminate cramming.
2. How to utilize students to compile all data on non-graded quizzes.
3. How to save up to 1/3 of your year’s instructional time that is now spent in review.
4. How to implement a homework policy that saves teacher time and eliminates student copying.
5. How to save surface learning time and increase deep and transfer learning time.
6. How to build teamwork into a classroom much like athletic or arts teamwork.
7. How one process encourages the struggling students and gives a huge challenge to the advanced students.
8. How to find out if my classes all learned a year’s content in a year’s time.

Lee Jenkins is a full-time author, consultant and speaker residing in Scottsdale, Arizona. His teaching/administration career was in the California public schools prior to moving to Arizona. His most recent publication is from Corwin press, entitled Optimize Your School: It’s All About the Strategy. Video clips from Nebraska classrooms and interviews of Nebraska teachers are best accessed from his website, www.LtoJConsulting.com. Click on the YouTube icon to view video from grades 1,5,7,9 and 12.
Beth Kabes

A21-Blended Questions Answered
Blended learning is reaching more and more schools in Nebraska. What does it all mean? Why do I want to blend a class? How is this different from “flipped” class? How can blending increase engagement in my class? Attend this half-day session to experience a blended learning opportunity. Beth Kabes will demonstrate three steps to get started and provide opportunities to work on the path to blending a class. Participants are asked to bring a technology device and an open mind about change in your classroom.

P51-OMGoogle!
Are you drinking the Google Kool-Aid? Do you have questions about using a particular Google App? Have you tried Google tools and are struggling with the classroom application? Are you the district Google expert and are searching for resources? These are potential conversation starters and demonstration topics that will be discussed during this half-day workshop. Participants will have an opportunity to share their experiences and frustrations of using Google, dig deeper into Google tools and learn about Google's Virtual Field Trips.

Beth is the Director of BlendEd and Distance Learning for the Educational Service Unit’s Coordinating Council of Nebraska. She enjoys traveling to schools and observing classrooms that are utilizing blended learning environments. Beth is serving as a board member of NE Distance Learning Association. She is excited to share with teachers the benefits of blending, online resources and incorporating video conferencing.

Kay Kruger

F4-Science and our Food Supply
The Food and Drug Administration (FDA) in collaboration with the National Science Teachers Association (NSTA) have created Science and our Food Supply, an innovative, interactive supplementary curriculum for use in middle level and high school family and consumer science, health and science classes. During the one day workshop, teachers will have the opportunity to participate in food science experiments, explore food safety issues, and will become familiar with the lessons and activities in the Science and our Food Supply Curriculum. See curriculum at www.teachfoodscience.org/curriculum.asp.)

Every participant will receive a free Science and our Food Supply Curriculum along with the hands-on experience of conducting the food science labs.

This session is limited so register early.

Kay is currently an FACS & Health Teacher at Gordon-Rushville High School. She participated in the 2015 FDA Professional Development Program in Washington DC.
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<th>Erin Kunkle</th>
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| **A22-Assessing the new College & Career Ready Standards in Language Arts**  
This session is for teachers and districts leaders who will be key in providing instructional leadership for Text-Dependent Analysis in grade 3-8, and who have not had the opportunity to attend other sessions held this year. Participants will receive an overview of text-dependent analysis, including lessons learned in 2015-2016 and plans for 2016-2017. You will review the revised TDA Rubric and Writer’s Checklist. Participants will also review prompt structure to inform instructional practices. |

| P52-College & Career Ready Reading and Writing  
This session is for all content area teachers. Participants will receive an overview of text-based questions and text-dependent analysis. You will review expectations for NeSA, as well as utilizing text-based questions in content area instruction. |

Erin currently serves as the Statewide Writing Assessment Coordinator for the Nebraska Department of Education.

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| **P53-Motivating the 21st Century Athlete**  
How to coach/teach/lead the modern day student athlete building on the 3D principles. We will cover the 3D pyramid in-depth. |

Dr. Martin is a local ophthalmologist who volunteers for the Fellowship of Christian Athletes at the local, national, and international levels.

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| **P54-Guitar Education in the School**  
This session will cover a variety of guitar specific topics, including: Helpful applications for instruction, notation (tabs vs. standard), the guitar’s function in the concert band and Jazz band, and balancing time in the classroom to cover everything (Chords, Soloing, note reading). |

George is currently an instrumental music instructor at Gordon-Rushville High School. He has a BS in Music education K-12 and an MA in Administration. George has 18 years of experience in music education.
Ashley Meyer, M.Ed., and Pam Brezenski, MS.Ed

A23-Autism and the 14 Established Evidence-Based Interventions

Educators will gain insight and strategies through learning about the latest research on evidence-based interventions for students with autism spectrum disorder. The presentation will cover information from, "Evidence-Based Practice and Autism in the Schools: An Educator's Guide to Providing Appropriate Interventions to Students with Autism Spectrum Disorder (2nd Edition)", published by the National Autism Center. Attendees will learn the 14 established evidence-based interventions and how to effectively use them with students with autism, ages 0-22. Emerging and unestablished interventions will also be discussed. It is our responsibility to stay current on research in our field and to use interventions that are supported by scientific evidence. Let's learn how to effectively use these proven practices to better the lives of our students!

* Learn the 14 established evidence-based interventions for students with ASD, ages 0-22
* Be aware of emerging and unestablished interventions in the field of autism
* Acquire usable strategies of how to apply each of the established evidence-based interventions to your student(s), ages 0-22

Ashley Meyer, ASD Network Western Region Coordinator, is the Western Region Autism Spectrum Disorder (ASD) Network Coordinator for the Nebraska ASD Network. She received her B.A. in Psychology with a minor in Sociology from the University of Nebraska-Lincoln and her M.Ed. in Special Education, Consultation, and Collaboration with an emphasis in Autism from Arizona State University. She has experience as a behavioral therapist, instructional aide, and certified cross-categorical special education teacher with individuals of varying ages and abilities who have autism and related disorders.

Pamela Brezenski, Transition Coordinator ESU 13, has over ten years of teaching students diagnosed with disabilities. She holds her B.S. in Business Management, Certificate as an Educator, M.S. as a Rural Special Education Strategist and is ABD,EdD with an emphasis in Special Education.

Rick Meyer

A24-Technology Integration: Are you Surviving or Thriving?

This is a presentation on technology integration in the elementary grades. The focus is on how to implement technology into current lessons being taught. Topics will include: Technology integration, Google Apps, Google Classroom, games in the classroom, differentiation, and flipped learning.

P55-Blogging, Digital Portfolios, and Journaling with Technology

This session will provide ideas for how to use blogging, digital portfolios, and journaling with students utilizing the many technology tools available for students and educators. Topics will include: Digital communication, blogging, journaling, and digital portfolios.

Rick is currently a K-6 technology coordinator in Sidney Public Schools. As a tech coordinator, I get to teach students and work with teachers to implement new technology into their classroom. Prior to being a tech coordinator I was a Kindergarten teacher for 7 years. My wife also teaches in Sidney Public Schools as a 2nd grade teacher. We have 2 kids who are 5 and 9 and also a pair of St. Bernards. When I am not teaching, I enjoy too many hobbies probably. I work as an umpire during baseball season and football ref during football season, play Minecraft and video games with my kids, I blog, and I enjoy playing disc golf.
A25-STEM: Sparking an Interest in STEM Careers through Activities
In an increasingly complex world, it's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the skills students learn by studying science, technology, engineering, and math. Nebraska Extension will present activities and hold engaging conversation on the need to spark interest in STEM in our students of all ages and stress the importance of making connections to STEM careers. By the end of the session, you will have ideas to foster interest in developing science and engineering process skills and connect STEM skills to the real world careers.

P56-STEM: Sparking an Interest in STEM Careers through Activities-Repeat
In an increasingly complex world, it's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the skills students learn by studying science, technology, engineering, and math. Nebraska Extension will present activities and hold engaging conversation on the need to spark interest in STEM in our students of all ages and stress the importance of making connections to STEM careers. By the end of the session, you will have ideas to foster interest in developing science and engineering process skills and connect STEM skills to the real world careers.

Sarah Paisley & Cynthia Gill

Sarah Paisley is a Nebraska Extension Educator in Deuel and Garden Counties with seven years of experience teaching high school science and agricultural education. She currently focuses on Ag Literacy and STEM education through school enrichment and 4-H programs.

Cynthia Gill is a Nebraska Extension Educator with a STEM program focus. She serves Cheyenne, Kimball and Banner Counties and has over ten years of experience in out of school STEM programming.
Parents entrust their children and their safety to you every day. Students trust their school is safe. Yet, the news is filled each week with violent attacks on schools. Every classification level of EBA results have indicated training for safe, secure, and healthy schools as one of their top 5 requests for support. Safety and security go beyond locked doors and cameras. Prevention, protocol and plans will assist schools in addressing district and school safety.

Jolene Palmer is a recovering 3rd grade teacher and elementary principal. She also worked with the Nebraska State Patrol as the D.A.R.E. State Coordinator and Training Academy Educational Advisor for fifteen years, teaching cops how to teach kids and also teaching cops how to teach other cops. Jolene was the project coordinator for the Positive Behavior Interventions and Support process in Nebraska through the Department of Education for ten years, before becoming the Director of Safety and Security for NDE two years ago.
A27-Utilizing the Nebraska State Physical Education Standards

Over the past decade, Physical Education has undergone a transformation in rigor and focus and now is recognized as essential to a young person's overall educational experience and a foundation for lifelong healthy living. This session will examine the new K-12 Physical Education standards that were recently developed while providing example activities and games relating to them. Join us to learn how to advocate for your program, expand on new opportunities, and leave with new resources and ideas to integrate into your elementary, middle, and high school programs based on the new Nebraska standards.

Lacey Peters & Julane Hill

Lacey received her Bachelors degree from the University of Nebraska at Kearney with endorsements in Health and Physical Education K-12, Basic Business 7-12, Supplemental Adapted Physical Education, and Health Sciences. While there, she participated in undergraduate research on recess physical activity levels and its correlation to physical education games in elementary age children. This is Lacey’s 7th year of teaching in the Omaha area. She earned her Masters degree in Physical Activity and Health Promotion from the University of Nebraska in Omaha. She serves as the Let’s Move Active Schools state coordinator for Nebraska and is a national Comprehensive School Physical Activity Program Trainer. Lacey holds a Physical Activity Leader certification and is in her 6th year on the SHAPE Nebraska (previously NAHPERD) board.

Julane has served the past 15 years as the Coordinated School Health Director for the Nebraska Department of Education. Her many experiences prior to this include over 20 years of teaching health and physical education at state and private alternative schools and public schools in Nebraska. Julane is the principal author of Nebraska’s Physical Education Standards, has co-authored “Cold Pizza for Breakfast” (National Association of Extension 4-H Regents) a food safety program, “Healthy Lifestyles: A Piece of the Puzzle” (Beatrice Middle School) a 7th grade curriculum, “Thinking Outside of the Box” (NACCD), an overview of Nebraska’s CSH initiative and was author of and a key player in the passage of the Coordinated School Health Policy by the Nebraska Board of Education in March of 2010. She is a recipient of the NAHPERD Exemplary Leadership Award, Outstanding Service Award and Honor Award, NE HIV Community Planning and Care Outstanding Service Award, and NDE 2013 Manager of the Year Award. Julane’s motto is “Every Child Every Day, which translates to mean schools must focus on the physical, social, emotional and cognitive needs of all children.”
A28-Human Performance Program

When you stop and think about the purpose of activities for youth, it is important to be reminded that the objective goes far beyond winning, championships, season records, and the scoreboard. Athletics and activities are the largest populations that exist in any school. Being a coach goes beyond a win-loss ratio. A good coach works with athletes on their competency, character, civility, citizenship, and understanding of chemical health issues, all of which help students be good leaders and good athletes. The Human Performance Program provides a targeted opportunity to use mandatory meetings to get 40-90% of your school parents to a venue to show them valuable prevention data, strategies, and educate them on the concerns their children face during their higher risk teen years. Information, data, and ready-to-use presentations will be shared in this session. Along with the presentation, there will be opportunities to discuss today’s athletics/activities issues and policies with other coaches, activities directors, and administrators. Information and discussion on how to get student-athlete/activities groups started in your school will be shared. This session will also provide a Student-Panel group to answer questions about The Human Performance Program and the impact it can have on changing the culture of students.

Michelle has coached at all levels in both the boys and girls jr. high and high school programs for 20 years. She has been involved with the Human Performance Program (Life of an Athlete) program for 9 years. She is the founder and co-facilitator of the Human Performance Program Coaches Work Group. Michelle has been a presenter at the Life of an Athlete Training in Lake Placid, NY with John Underwood, founder of the American Athletic Institute.

A29-Sign Language for the Classroom

A session to teach basic sign language that can be incorporated into the classroom.

Sara earned a BA in Elementary and Deaf Education from Augustana College in 2001. She completed her Masters in Deaf Education from Idaho State University in 2004. She has been employed with ESU #13 since 2003. Sara is based out of the Central Office in Scottsbluff and primarily serves students in Scotts Bluff, Morrill, and Southern Sioux counties. Sara is the assistant coordinator for Central Western Nebraska Partnership (CWNP) Regional Program for Students Who are Deaf or Hard of Hearing. She organizes activities in the Nebraska Panhandle and across the state to gather students with hearing loss together for educational activities and socialization throughout the school year.

Heather earned a BS in Elementary Education from Chadron State College in 1999. After graduation, she moved to Kansas City, Kansas where she taught for two years in Kansas City, Kansas Public Schools. She completed her Masters in Deaf Education at the University of Northern Colorado in May of 2005. Until joining the DHH department at ESU#13 in August of 2014, Heather was employed in Jefferson County Public Schools in Lakewood, Colorado as a Teacher of the Deaf and Hard of Hearing. In Jeffco, Heather taught in the deaf/hard of hearing center based programs as well as an itinerant service provider.
Recreational activities are a way of life for many adults. These lifestyle activities are beneficial to our youth as well. We will examine methods to introduce outdoor education to kids in school while giving them the tools to engage parents outside of the classroom. Explore a variety of methods to teach life-long fitness utilizing anything from body weight to full equipment. View progressions of exercises and/or modifications for middle through high school age students with example assignments and assessments.

Pat is currently an instructor at the University of Nebraska Kearney. She teaches classes in physical education as well as recreation. She received her Masters of Arts in Recreation and Leisure Studies, Recreation Administration from the University of Nebraska Omaha in May of 2009. She received her Bachelor of Science in Education and Human Science with a major in Athletic Training from the University of Nebraska Lincoln.

Craig is a teacher and coach at Westside Community Schools. He is a certified strength and conditioning specialist. He received his Masters of Exercise Science from the University of Nebraska-Omaha.
Bryan Poppe

A30-Strategies to Enhance Home Visitor Safety
This session will provide strategies necessary to enhance safety while working in the field to cover general situational awareness and reflection, problem solving, setting boundaries, communication, and de-escalation. This session is limited to 30 participants so register early.

P59-Dangers of Meth
Participants will learn the signs and indicators of home manufacture of methamphetamine and the dangers created by the use and manufacture of methamphetamine. Participants will also be able to recognize the ingredients and apparatuses used to manufacture the drug. Learn how methamphetamine potentially compromises your own personal safety in the environment, and also by individuals who are using methamphetamine. This session will also focus on how methamphetamine is self-administered, the signs and indicators of someone who is using the drug, and the different types of methamphetamine manufacturing.

Bryan Poppe has been a Training Specialist at the University of Nebraska-Lincoln at the Center on Children, Families, and the Law for 19 years. Bryan’s primary role is to train the Children and Family Services Workers for the Nebraska Department of Health and Human Services. He also was a Protection and Safety Worker for the Nebraska Department of Health and Human Services for approximately seven years as an Initial Assessment Worker. Bryan is also the Tribal Liaison for the Winnebago, Ponca, Omaha, and Santee Sioux Nations in Nebraska. Bryan trains a variety of topics around de-escalation, worker safety, child interviewing skills, critical thinking and various other topics. Bryan has a Bachelor’s degree in Social Work from Union College in Lincoln, Nebraska. He also has a Master’s degree in Family Science from the University of Nebraska-Lincoln.
Judi Roach and Courtney Schaardt

A31-Ag in the Elementary Classroom

Agriculture is an important industry in our state. In this session you'll learn how to incorporate hands-on activities correlated to Nebraska State Standards, including STEM as well as language arts in k-8 classrooms. Get students engaged in critical thinking about where their food, fiber, and fuel come from.

Judi is a 4th grade teacher at North Elementary and is in her 16th year of teaching at Sidney Public Schools. In 2016, she was named one of Farm Bureau’s Teachers of the Year for her work with their Ag Pen Pal Program. Her journey with Ag Education began five years ago, and last June, she attended the National Ag in the Classroom Conference in Litchfield Park, Arizona. Judi is an enthusiastic educator whose strength is bringing education to life for students and helping them develop a love of learning. Over the years, she has utilized technology and community resources to bring new learning opportunities to her students. Her message is, "Don't be afraid; you don't have to be an Ag expert to bring these engaging and relevant lessons to students. It's fun, it's interesting, and it's a big part of who we are as Nebraskans and Americans.”

Courtney Schaadrt, is the Director of Outreach Education, with the Nebraska Farm Bureau Foundation . Courtney was born and raised in southeast Nebraska and has been involved with Agriculture her entire life. Courtney joined Nebraska Farm Bureau Foundation in 2014 and coordinates all efforts related to the ag pen pal program which reaches classrooms across Nebraska along with building and managing all outreach education opportunities within. She graduated from the University of Nebraska, Lincoln, with her bachelor’s in agricultural education leadership with minors in agribusiness and animal science.
P60-The Learning Carpet
The Learning Carpet is a 6’ x 6’, permanently gridded, 100 square floor mat. It allows children to develop mathematical concepts through kinesthetic learning. Students use physical movement to work through problems and are actively involved in their learning. Concepts are easily transferred to paper/pencil and allow students to connect their physical activities to everyday math concepts. The carpet allows a base that students can use for many different concepts: one-to-one correspondence, place value, patterns, addition, subtraction, multiplication, division, patterns, area, perimeter and so much more! Children in grades k-6 and special education combine movement, communication skills, critical thinking skills and develop problem solving skills while working through their math problems. Student cooperation, confidence and enthusiasm grow daily as they use the carpet.

Nora Robinson is an elementary math educator from Kimball, Nebraska and Carey Tritle is an elementary math educator from Alliance, Nebraska. After attending a presentation of “The Learning Carpet” at the Denver NCTM conference, these two teachers began using this strategy several years ago with their students. Both teachers have been amazed at the depth of number sense shown by their students, after implementing this strategy. The more teachers work with “The Learning Carpet” the more they find creative ways to incorporate it into their daily instruction.

Kiowa Rogers, Matt McLaughlin, and Crystal Newhoff
A-32 Closing Gaps for Students with aDisconnected Educational Journey
For high mobility, at risk students with a disconnected educational journey, making solid educational gains can be a challenge. The challenge is greater when resources are limited and the migrant program consists of students in multiple grade levels with diverse needs. Find out how Bayard Public Schools and the ESU 13 Migrant Education Program implements an after school/summer migrant program to take students from struggling to thriving. We have found that persistence, hard work, determination, strong partnerships, and commitment to educating the whole child makes the difference for migrant children. Come learn how we have increased student achievement, cultural pride, and provided opportunities that make it a privilege to be a migrant kid in Bayard.

Mr. McLaughlin is the Elementary Principal for Bayard Public Schools. Ms. Newhoff is a first grade teacher at Bayard Public Schools. Mrs. Rogers is the ESU 13 Migrant Education Director. Mr. McLaughlin, Ms. Newhoff, and Mrs. Rogers have collaborated for four years to help meet the needs of Migrant students in Morrill County. The partnership that has formed has allowed the staff at Bayard Elementary School to recognize the needs of our large migrant population through after school and summer programs, and has increased migrant student engagement and achievement.
Janelle Schultz and Terry Pitkin

F5- Secrets of a Journalism Junkie

Advising high school publications can be a daunting task even for the most seasoned adviser. But, knowing what rules to follow and which to break can set you on the right path to producing award-winning publications. Advisers Janelle Schultz, CJE and Terry Pitkin will share some of their secrets and tips for producing their award-winning publications. From design to coverage, staff organization and more, we'll look at some of the rules that make or break a publication. If you want your publications to progress to the next level, you will find the tips and tricks here.

Janelle Schultz has been advising the publications at Gering High School for the past 17 years. During that time, her staffs have won five state journalism championships and have been runners-up twice. The GHS newspaper, website, and yearbook have won the Nebraska Cornhusker, awarded to exemplary publications, numerous times. Schultz holds the JEA Certified Journalism Educator certificate and is a member of both JEA and Nebraska High School Press Association. She has served on the NHSPA Board of Directors as an officer for the past 12 years. Schultz was named NHSPA’s Distinguished Adviser in 2009.

Terry Pitkin has been the newspaper and yearbook adviser at Scottsbluff High School since 1977. During his career Scottsbluff has won four state journalism championships and been runners-up six times. Pitkin is a member of the Journalism Education Association and the Nebraska High School Press Association (NHSPA) where he is currently serving as an officer on the Executive Board. He has twice been named NHSPA’s Distinguished Adviser.
A33-Interventions for the Top 10 Most Common Problem Behaviors in Schools

Not all interventions work for all students. Students with or at risk for depression or anxiety often function differently than students with attention problems or aggression or conduct problems. This session will present the ten most common problem behaviors based on a nationally representative sample of more than 10,000 students and interventions with evidence to support their use in the population with those problems. Learners will leave the session with a) how-to steps for interventions b) annotated references of evidence to support their use c) considerations when things don’t go as planned in classrooms and schools.

P61-How Poverty Impacts Student Behavior and What You Can Do About It

Poverty has been associated with high levels of behavior problems across childhood, finding children who live in poverty suffer from emotional and behavioral problems more frequently than children who are not poor. Emotional outcomes are often grouped along two dimensions: externalizing behaviors (e.g., aggression, fighting, and acting out) and internalizing behaviors (e.g., anxiety, social withdrawal, and depression). This session will review the child experience of poverty and implications on both externalizing and internalizing behaviors in schools. Learners will leave the session with a) strategies to address the externalizing and internalizing behaviors that manifest in children of poverty as well as b) annotated references of evidence to support their use.

Dr. Stacey L. Smith is the Director of Research and Evaluation for the Military Child Education Coalition (MCEC), where she oversees the department’s research, program evaluation and grant efforts. Dr. Smith also serves as an adjunct professor at Baylor University preparing pre-service educators to teach reading to students at risk for academic failure.

Dr. Smith has a background steeped in education, having served as a special educator at La Vega Primary School in Waco, Texas and Woodway Elementary in Woodway, Texas, where she taught Tier 3 Reading, Resource Reading and Math, and Special Education.

She has written extensively on education issues in numerous publications that include Teaching Exceptional Children, Behavioral Disorders, Psychology in the Schools and National Association of Elementary School Principals. She has been a panelist and guest speaker at a variety of events including the Advancing School Mental Health Conference in Washington, D.C.; the Southwest Educational Research Association Conference in San Antonio, Texas; and the Council for Learning Disabilities International Conference in Myrtle Beach, South Carolina.
Beth Still

A34-My School Has Gone Google---Now What?
If your school has adopted Google Apps for Education (GAFE), but you have no idea what this means, then this session is for you! You will learn how to get the most out of the GAFE tools that you will most likely use on a daily basis. I will show you how the Chrome browser, Google Drive and Google Calendar can help you achieve organizational nirvana. But wait, there’s more! I will share tons of ideas for how to use Google+ and Gmail to make you a communication ninja. This session will be bursting with Googley goodness!
Attendees will leave with clear ideas for how to utilize Google Apps for Education to enhance communication and increase organization. We will discuss how these skills relate to the ISTE Standards for Teachers.

Beth is the Innovative Teaching and Learning Specialist for Gering Public Schools. She also teaches a couple sections of 9th grade Social Studies. Beth has experience teaching in many different learning environments including face-to-face, fully online, and hybrid classes. She is passionate about using social media to connecting with other teachers from around the world. She's used Google Apps for Education since 2008. Beth is a Google Certified Innovator, Google Certified Trainer, and a Hapara Certified Educator. When she is not in the classroom, you can find her presenting at different conferences and summits around the country. Connect with Beth on Twitter - @BethStill

Janine Theiler

Growth-oriented systems of evaluation rely heavily on the conversations and feedback that extend from the observation process. This session will engage the audience in exploring and reflecting upon the role of observations and feedback in a growth-oriented system of evaluation. The audience will explore practical approaches to engaging in and improving observations and related conversations, thus yielding more and better feedback for continually improving instruction.

P62-Adopting and Implementing a Shared Instructional Model
Instructional models establish a common and shared vocabulary and understanding around this profession that we call “teaching”. This session will provide participants with a broad understanding of the value, development, and implementation of an instructional model. There will be opportunities to explore currently popular instructional models and consider how to best introduce and establish a shared instructional model within buildings and districts. The Nebraska Teacher Framework of Effective Practices will be explored by the entire group in an effort to gain a deeper understanding of the potential for utilizing instructional models beyond the traditional system of evaluation. Finally, participants will identify possible “next steps” if interested in developing or refining an instructional model.

Dr. Janine Theiler serves in the role of Educator Effectiveness Program Specialist at the Nebraska Department of Education (NDE). This role offers her the opportunity to work with and encourage growth-oriented systems of evaluation that encourage continual improvement in instructional and leadership practices. Prior to joining NDE, Janine taught 9-12 Spanish with Omaha Public Schools and Lincoln Public Schools, actively engaged in and led efforts with the Lincoln High School Improvement and Advisory teams, offered professional growth opportunities for teachers of world language across the nation, conducted and published research on goal writing and effective educational experiences with UNL, and provided coordination, instruction, and evaluation for multiple grants with NDE and UNL. She is humbled by the opportunity to support K-20 educational initiatives across the state of Nebraska and looks forward to many years of collaborative efforts around educator effectiveness and growth-oriented systems of evaluation.
Jennifer Thomas

F6-Mixed Media Art from A to Z (Altered books to Zines)

Learn fun, resourceful and creative ways to introduce your students to mixed media. Help inspire your students to explore materials and techniques, learn tidbits of art history and develop artworks that communicate their ideas.

Jennifer Thomas is the K-12 Art instructor for Potter-Dix Schools with 33 years of teaching experience. She teaches art as well as Community Involvement, preschool Art Buddies, Yearbook and volunteers at the Potter Art Loft (local community art studio for community and continuing education).
**Philip Trejo**

**A36-Academic Resiliency for our “Hard to Reach and Teach” 7-12 grade students.**

Academic Resiliency (non-cognitive skill development), may be the missing variable in the Student Success Equation for our “Hard to Reach and Teach” 7-12 grade students. In this session, participants will learn how an intentional focus on fostering academic resiliency allows student support and intervention programs to be more effective. The research-based instructional strategies and practices covered in this session have been proven to increase student achievement an average of 20%. In this session participants will learn: How to increase the student achievement an average of 20%, that Academic Resiliency is much more comprehensive than Growth Mindset or Grit, how an intentional focus on fostering academic resiliency allows student support and intervention programs to be more effective, how to assess the non-cognitive needs of students and provide specific targeted supports that positively impact student success rates in academic settings, and how to incorporate Academic Resiliency strategies and practices into their classroom instruction and/or student support programs.

This session is designed for secondary teachers, Exceptional Students Services staff, School Counselors, Student Support staff and Building leadership. For more information visit improvetheirodds.com

**P63-Fostering Academic Resiliency for our “Hard to Reach and Teach” K-6 grade students.**

Academic Resiliency (non-cognitive skill development), may be the missing variable in the Student Success Equation for our “Hard to Reach and Teach” K-6 grade students. In this session, participants will learn how an intentional focus on fostering academic resiliency allows student support and intervention programs to be more effective. The research-based instructional strategies and practices covered in this session have been proven to increase student achievement an average of 20%. In this session participants will learn: How to increase the student achievement an average of 20%, that Academic Resiliency is much more comprehensive than Growth Mindset or Grit, how an intentional focus on fostering academic resiliency allows student support and intervention programs to be more effective, how to assess the non-cognitive needs of students and provide specific targeted supports that positively impact student success rates in academic settings, and how to incorporate Academic Resiliency strategies and practices into their classroom instruction and/or student support programs.

This session is designed for Elementary Classroom teachers, Exceptional Student Services staff, Student Support staff, School Counselors and Building leadership. This session is most appropriate for professionals serving students K through 6th grade. For more information visit improvetheirodds.com

Philip Trejo has served as a teacher, principal, and rural superintendent. Under his leadership Phil led a district turnaround effort that resulted in one of the most dramatic increases in student achievement of any school district in the state of Colorado during 2014 to 2016. His presentations on Academic Resiliency and the Achievement Gap has been a part of six national events including the U.S. Department of Education’s “Teach to Lead” national summits.
A37-Using Desmos and Geogebra Effectively in the High School Classroom
Today's student learner is more digital than ever! This session will focus on using Geogebra and Desmos to develop conceptual learning as part of a balanced approach to instruction. These tools assist with contextual explorations to help students build conceptual understanding of math concepts. They engage, relate to real world connections, improve math scores, and build excitement and fun into the math curriculum. In this session, you will explore Geogebra.org, Desmos.com, teacher.desmos.com, and student.desmos.com. The applications of these resources in the high school classroom will be shared throughout the learning.

P64-Using Desmos and Geogebra Effectively in the Middle School Classroom
Today's student learner is more digital than ever! This session will focus on using Geogebra and Desmos to develop conceptual learning as part of a balanced approach to instruction. These tools assist with contextual explorations to help students build conceptual understanding of math concepts. They engage, relate to real world connections, improve math scores, and build excitement and fun into the math curriculum. In this session, you will explore Geogebra.org, Desmos.com, teacher.desmos.com, and student.desmos.com. The applications of these resources in the middle school classroom will be shared throughout the learning.

Scott Walker is a math educator from Colorado and National Mathematics Consultant with Big Ideas Learning. He taught for ten years, grades seven through community college. His teaching experiences includes: Wheat Ridge Middle School in Jeffco Public Schools, Greeley HS with Weld County School District 6, Community College of Denver, and Adams 14-Commerce City. Scott has been a coach and sponsor of several student organizations including a computer/technology club. He taught Big Ideas Math for three years before joining them as a National Consultant in the summer of 2015, with an emphasis on the technology components. Scott currently lives near Sterling, Colorado.
Registration Instructions

We are asking that individuals register themselves for sessions via our Impact system.

The link below will take you to our registration site. You must logon to register. If you have attended an ESU sponsored/facilitated event in the past, you have an account. If you have forgotten or never knew your password (because we have always done your registrations) click on the “reset my password” link.

If you have trouble logging in, please do NOT Create a New Account. Call Perla or Teresa and 308-635-0661 for assistance.

Registrations will close at noon on December 9. You will need to call the office to make any changes after that time. If your district has set any other deadlines, please adhere to those.

Link: http://impact.esu13.org/workshops/SectionList.aspx

The first landing page lists our upcoming event by date. You may have to scroll through several pages to get to February 20, 2017.

To find your session more quickly, you can put part of the title in the search bar or you can search by date, 2/20/2017.