

2021
CATHOLIC
EDUCATORS'
Convention
— MILWAUKEE —

Program

October 8, 2021

Wisconsin Center
400 West Wisconsin Avenue
Milwaukee, WI 53203

2021 Catholic Educators' Convention

Superintendent of Catholic Schools

Kathleen A. Cepelka, Ph. D.



Dear Catholic Educators:

Welcome to the 2021 Archdiocese of Milwaukee Catholic Educators' Convention: *Building the Kingdom: Forming Students for a Future of Hope*. We very much look forward to this opportunity for us to come together in community to celebrate our solidarity as men and women called by God to share in the teaching mission of the Church.

On behalf of the Catholic schools' leadership in the Archdiocese of Milwaukee, I extend special thanks to all of you who've worked, in countless important ways, to ensure the convention's outstanding quality and ongoing impact. The day promises to be an experience of solid professional growth for educators at all levels.

Finally, we're grateful for the unique opportunity that October 8th will afford us—through learning, community-building, service, and prayer—to continue to be beacons of hope to those we serve.

"Rejoice in hope, be patient in tribulation, be constant in prayer." -*Romans 12:12*

In faith and gratitude,

A handwritten signature in black ink that reads 'Kathleen A. Cepelka'. The script is fluid and cursive.

Kathleen A. Cepelka, Ph.D.

Superintendent of Catholic Schools



SCHEDULE OF EVENTS

7:00 to 8:00 AM

Registration

7:00 AM

Exhibit Hall Opens

8:00 to 9:10 AM

Session I

9:40 to 10:50 AM

Session II

11:20 AM to 12:30 PM

Session III

12:45 PM

Exhibit Hall Closes

12:45 to 3:00 PM

Session IV

Convention Welcome Kathleen A.
Cepelka, Ph.D. Superintendent
of Catholic Schools

Prayer

Auxiliary Bishop James Schuerman
Archbishop of Milwaukee

Luncheon

Keynote Address

Mr. Theodore Neitzke, IV
"It Happens For Us!"

Exemplary Recognition Awards

SESSION I: 8:00 – 9:10

1 Who matters most when it comes to using assessment to inform standards-based instruction?

Track: Standards-Based Practices

Grades: K-12

Share the big picture of the changing assessment landscape and how that transfers into effective assessment strategies for the classroom teacher. Let's leverage those strategies to increase student efficacy. Equip students with the three critical questions that help them use their own assessment data to master standards.

Julie Vogel

VP Private and Catholic Schools
Renaissance

2 Work Smarter! Using Higher Order Questions to Enrich Your Classroom

Track: Standards-Based Practices

Grades: 6-12

This session will focus on the writing of higher-order questions based on Webb's Depth of Knowledge. Participants will learn how to increase student engagement and student ownership of work through writing quality questions within all parts of a lesson.

Frank Edgeworth

Principal
St. Thomas Aquinas Academy

3 Building the Beginning Reader's Brain

Track: Standards-Based Practices

Grades: K-5

The session lays the groundwork for understanding the process of learning to read. The science of reading and contemporary research are presented in an interactive format. Participants leave this session understanding how the neural pathways for reading are formed, what “systematic, explicit instruction” really means, and instructional practices that are congruent with the research.

Emily Larsen

Regional Literacy Consultant
Zaner-Bloser

4 **Culturally Relevant Read-Alouds Across the Curriculum**

Track: Standards-Based Practices

Grades: K-3

The use of read-alouds, especially interactive read-alouds, has been thoroughly researched and supported as a positive approach toward enhancing the literacy development of students. Moreover, culturally relevant read-alouds utilize the oral storytelling traditions in some cultures, such as African, Latino, Asian, American Indian, and provide applications of course content to underrepresented cultural groups. A framework for evaluating the cultural relevance of literature and examples of how culturally relevant literature can be used to teach English language arts, social studies, math, and science standards-based content will be shared.

Dr. Nicole Muth

Elementary Education Department Chair
Concordia University Wisconsin

5 **Activities That Teach Character**

Track: Standards-Based Practices

Grades: K-5

In order to have students truly understand the concepts related to character, we have to go beyond traditional methods or instruction. By providing information and activities that address all levels of development and understanding the facilitator brings relevance to character-building instruction.

Carl Olson

Speaker, Trainer, Author
EOP

6 **Using Running Records to Drive Instruction**

Track: Standards-Based Practices

Grades: 1-5

In this session, participants will explore running records as an assessment tool to identify student strengths and challenges in reading and to design responsive instructional supports. Participants will dig into the literacy components of fluency, accuracy and comprehension, and will analyze running record results to identify next steps in instruction.

Anne Pagel

Literacy Consultant
CESA 6

7 **How to engage in difficult conversations with students**

Track: Student Community

Grades: K-12

While this last year has felt exceptionally heavy and traumatic, in any given school year most educators experience at least one event that is particularly difficult on students. When these unexpected and tragic situations present themselves, how do we find the balance between sharing the reality of the situation in an age appropriate way, supporting the diverse needs of students and maintaining an emotionally safe classroom? This is not easy work but much beauty can be born out of tragedy. This session will cover several tools and practical conversation starters.

Julie Widman

Co-Founder

Friendzy

8 **S.T.E.P.ing Up - A Collaborative Coaching Room for New Teachers**

Track: Student Community

Grades: New Teachers/Principals

What do you really need to know as a new teacher in the Archdiocese? This session will be a mix of practical and fun tips from veteran teachers. In addition, teachers new to the Archdiocese will connect with administrators and facilitators to understand the goals and outcomes of S.T.E.P. (Supporting Teachers Entering the Profession). Finally, roundtable discussions/gallery walks will promote reflection on assessment/standards-based grading, Catholic identity, classroom management, curriculum, equity, mindset, and self-care.

Rachel Lantz

Department Chair/Teacher/Facilitator/Instructor

St. Catherine's High School, Archdiocese of Milwaukee, Cardinal Stritch

9 **Learning By Doing: How and Why to Use Child-Directed Active Learning Approaches in Early Childhood**

Track: Standards-Based Practices

Grades: Early Childhood

Preschool and Kindergarten students are naturally curious about the world and eager to learn. Come and hear why science tells us learning is more exciting and effective when children can be self-directed, and take away practical tips on how to get started with this evidence-based approach to teaching basic skills in early childhood.

Joseph White

Child Psychologist/Director of Catechetical Resources

Our Sunday Visitor Publishing

10 The Hand You are Dealt

Track: Student Community

Grades: K-12

This is an opportunity to engage in experiential learning related to meeting the educational and social needs of all students. Gain experience with perspective-taking and solution finding to create a sense of belonging for students. Leave this workshop feeling more prepared, empowered, and with a new set of skills to optimize learning and social connection in your classroom.

Carrie King

Counseling Department Chair

Mount Mary University

11 Growth Mindset in the Classroom

Track: Student Community

Grades: K-8

Build a deeper understanding of growth mindset, one example of a social-emotional competency that can help students succeed. Leave with several specific techniques or ideas that you could try in the classroom immediately to support your students in developing a growth mindset.

Michelle Paris

Principal

St. Charles Borromeo

12 Exceptional Educational Lessons Learned from the Life of Abraham Lincoln

Track: Student Community

Grades: 6-12

One Ohio judge once proposed that all Americans should take a year-long course to study and learn from the life of Abraham Lincoln. Indeed, the Great Emancipator may be a figure from the past, but the challenges or issues he faced--poverty, racial injustice, family disruption, social class barriers, accessible education, anxiety, depression, political ridicule, politics, a divided nation, etc. resonate deeply with our times. We can not only learn from Lincoln's failures and achievements, but embrace the educational lessons his extraordinary life provides. The first 50 participants will receive a free \$35 copy of the presenter's published book, "The Lincoln Way, the Truth, and Your Life."

Jim Pingel

Dean

Concordia University Wisconsin

13 Question, Persuade, Refer (QPR) Suicide Prevention Training

Track: Student Wellness

Grades: 6-12, Administrators and Counselors

QPR is gatekeeper training designed to identify the warning signs of someone who is in crisis and may be at risk for suicide. Participants will gain confidence in speaking directly about suicide and will be given tools to help someone who is suicidal.

Laura Acompanado

Suicide Prevention Coordinator

Prevent Suicide Greater Milwaukee

14 Trauma-Informed Care

Track: Student Wellness

Grades: K-8

Trauma-Informed Care is built around Adverse Child Experiences (ACEs), all of which can impact student learning. Also called, Responsive Schools, the reality is that until a child's social and emotional needs are met that child will not be able to succeed academically. This session will cover the causes and effects of childhood trauma and the impact on student learning in the classroom and resources that can be used when working with students who have been exposed to trauma.

Jessica Borkowski

Teacher

Northwest Catholic School, Seton Catholic Schools

15 The Positive Impact of Virtue Education

Track: Student Wellness

Grades: K-12

The truth about each person's innate goodness needs to be known, taught, and most especially cultivated in our current society. The word that defines the pursuit of goodness is 'virtue'. By engaging both mind and heart, educating in virtue makes a positive impact on the school culture.

Sr. John Dominic

Director of Lumen Ecclesiae Press

Lumen Ecclesiae Press

16 Introduction to Social Emotional Learning in the Classroom

Track: Student Wellness

Grades: K-12

This professional development session includes an introduction to social emotional learning and student outcomes, strategies for integrating social emotional learning into the classroom and how to use these strategies to benefit your students.

Jennifer Rogers

Consultant

Rogers Training Solutions, LLC

SESSION II: 9:40 – 10:50

17 Art and Faith

Track: Standards-Based Practices

Grades: 1-8

Art and faith are a powerful combination that allows us to strengthen our children's faith through symbols, stories, music, and theater, in connection with their culture, community, and Catholic Identity. This session will present an art program based on faith as a strategy to develop and reinforce Catholic Values through the creative process, in which teaching-learning needs to be innovative, dynamic, flexible, prudent, interdisciplinary, plural, and oriented towards the development and well-being of the human being and society.

Gabriela Bustos Lopez

Art Teacher

Prince of Peace School

18 Culturally Relevant Read-Alouds Across the Curriculum

Track: Standards-Based Practices

Grades: 4-8

The use of read-alouds, especially interactive read-alouds, has been thoroughly researched and supported as a positive approach toward enhancing the literacy development of students. Moreover, culturally relevant read-alouds utilize the oral storytelling traditions in some cultures, such as African, Latino, Asian, American Indian, and provide applications of course content to underrepresented cultural groups. A framework for evaluating the cultural relevance of literature and examples of how culturally relevant literature can be used to teach English language arts, social studies, math, and science standards-based content will be shared.

Dr. Nicole Muth

Elementary Education Department Chair

Concordia University Wisconsin

19 **Teaching the Alphabet: Published Research on Alphabet Instruction**

Track: Standards-Based Practices

Grades: Early Childhood

In order to learn to read and write, students must memorize non-meaningful, abstract symbols, to which names, sounds, and motor movements have been arbitrarily assigned. The development of word-reading skills builds upon letter-sound automaticity in the lower level skills, leading to reading fluency and comprehension essential for all children. Research on 7 Embedded Pictograph Mnemonics (EPM) programs will be compared with the literature. EPM integrate elements of synthetic phonics with developmentally appropriate letter formation instruction.

Robert Meyer

Publisher

Ventris Learning

20 **Energize Your Educational Environment**

Track: Standards-Based Practices

Grades: 6-12

An engaged group, team, or class will comprehend and learn better. In this presentation, I will use experiential theory and techniques to create an enhanced learning environment. The workshop will be hands-on and fast-paced while providing practical examples to be brought directly to the participant's education setting. Get set to add to your educator toolbox, have fun, and be motivated.

Carl Olson

Speaker, Trainer, Author

EOP

21 **Look Who's Talking! Accountable Talk in the Classroom**

Track: Standards-Based Practices

Grades: 6-12

In this session, participants will explore the important role of academic discourse in middle and high school classrooms. We will explore strategies and tools to create an environment where students learn through collaborative discussions and accountable talk.

Anne Pagel

Literacy Consultant

CESA 6

22 Use Strategic Decisions in Guided Reading Instruction

Track: Standards-Based Practices

Grades: K-3

Increase the power of small group/Guided Reading lessons by targeting instruction that is focused on each student's needs. Base your decisions on appropriate developmental behaviors and standards-based instruction. Participants will learn developmentally-appropriate strategies, and understand how to structure a small group and set learning goals to move students forward.

Steven Witt

Director of Graduate Literacy

Concordia University Wisconsin

Cheryl Cario

Reading Specialist, St. John's Lutheran

23 Strengthening Community in Today's Catholic Schools and Classrooms

Track: Student Community

Grades: K-8

Jesus realized that he needed to build a community in order for his teachings and influence to continue after he ascended into heaven. Utilizing stories from the Gospels, Acts of the Apostles, and the framework of Maslow's Hierarchy of Needs, participants will reflect on their classrooms and schools to find ways to develop spiritual and academic communities.

Michael Brown

Principal

St. Andrew Parish School

24 Assessing for Culturally Responsive Curriculum

Track: Student Community

Grades: K-12

Culturally relevant teaching is a pedagogy that empowers students intellectually, socially, and emotionally by using cultural referents to impart knowledge, skills, and attitudes. Participants will begin the process of distinguishing between and assessing their formal and informal curriculum, and leave with goals to increase or expand the cultural relevancy of the curriculum.

Carrie King

Counseling Department Chair

Mount Mary University

25 Living Our Call to Care for Creation

Track: Student Community

Grades: 6-12

Learn how to engage your school community in a variety of environmental service projects steeped in our Faith and Catholic Social Teaching. Integrate what is being taught in religion and science classes through hands-on projects caring for our common home. Deepen the faith and Catholic identity of your students and school by a putting your faith into action.

Joe Meyer

Executive Director

Marquette University High School

26 Engaged Schools

Track: Student Community

Grades: K-12

Ted will share strategies to build an engaged culture in your school. The emphasis is on recognizing that everyone in a school is a leader. This session will be reflective, funny, and relevant.

Theodore Neitzke, IV

CEO

CESA 6

27 7 Essential Ingredients of Trauma Sensitive Schools

Track: Student Wellness

Grades: K-12

This session will help educators to understand the impact of the significant adversity and stress that our students have been facing and how toxic stress effects learning. Environments that promote regulation, relationship and a reason to be are most successful for all students. Learn how SaintA has been supporting schools for over 10 years in implementing these strategies. Tools and resources for creating a trauma sensitive environment will be shared.

Sara Daniel

Vice President of Educational Services

SaintA

28 **You Can't Give What You Don't Have: Ten Research-Based Tips for Building Your Wellness Dashboard**

Track: Student Wellness

Grades: Administrators

As one scholar recently noted, Descartes said, "I think, therefore I am. " He did not say, "I work, therefore I am." We already know that one's buckets--spiritual, emotional, physical, psychological social--need to be replenished and nurtured regularly and faithfully, especially when leading and serving students. After all, you cannot give what you don't have. Participants in this sectional will not only be immersed in the latest research on managing and caring for one's own health and wellness, but provided a compelling ten-point framework on how to build a wellness dashboard for themselves as well as for their team members.

Jim Pingel

Dean

Concordia University Wisconsin

29 **Advancing Your Social Emotional Learning Practice**

Track: Student Wellness

Grades: K-12

This session is designed for individuals who have already started implementing Social Emotional Learning in their schools. Educators will have the opportunity to work together to learn more about prevention and universal supports for their social, emotional, and behavioral strategies. Participants will learn how to use their data to drive decision making. Participants will come away with this session with strategies and next steps for yearlong classroom implementation.

Jennifer Rogers

Consultant

Rogers Training Solutions, LLC

30 **The Anxiety after the Storm: Caring for the Post-Pandemic Mental Health Needs of Students**

Track: Student Wellness

Grades: K-12

In the coming months, we will (hopefully) see the end of the Covid-19 pandemic, but the added stress of the pandemic has exposed ongoing mental health needs and added new concerns. From increased separation anxiety in children following long quarantine periods, to a rise in depression and suicidality in youth, to economic stress on parents, how can Catholic schools help our communities navigate the psychological effects of Covid-19, post-pandemic and beyond?

Joseph White

Clinical Child and Adolescent Psychologist, Director of Catechetical Resources

OSV Publishing

31 Math Session

Track: Standards-Based Practices

Grades: 3-6

This session will focus on strategies to develop mathematical fluency and conceptual understanding at the elementary level particularly related to fractions, decimals, and percents, as well as geometry concepts such as area and perimeter. Multiple representations and technology tools will be emphasized.

Deb Dosemagen

Education Department Chairperson, Master of Arts in Education Program Chairperson
Mount Mary University

SESSION III: 11:20 – 12:30

32 Vibrant Reading Instruction: A Guiding Light Towards Standards Alignment

Track: Standards-Based Practices

Grades: K-2

Participants will be guided through effective, differentiated reading instruction techniques identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency & comprehension. Varied instructional techniques will be modeled, followed by peer sharing and then summarized to create a sample collaborative K-2nd grade framework. Key to the session presentation is the emphasis on teaching phonics in a memorable, vibrant systematic manner; all the while using common language throughout K-2. In addition, sample, standards-based assessments will be demonstrated showing how to track student progress weekly.

Jane Volden

Curriculum Developer
Voweletics The New Phonetics

Ashley Banton

2nd Grade Teacher
Holy Apostles School

33 Education with XR: A Resilient Creative Experience

Track: Standards-Based Practices

Grades: 4-12

The presenter will share the creation and implementation of teaching-learning experiences using Extended Reality (XR) technology. XR is a term that globalizes Virtual Reality, Augmented Reality and Mixed Reality. Learn how students used free digital platforms and VR headsets to complete lessons focused on the use of this technology to enhance the learning process while implementing asynchronous and remote virtual methods in education. This strategy empowers the perception and the ability of analysis /synthesis during the learning process and can be implemented in any subject. This presentation will show a lesson using XR for Art (7th/8th) and ELA (3rd grade).

Gabriela Bustos Lopez

Art Teacher
Prince of Peace School

34 The Impact of Reassessment

Track: Standards-Based Practices

Grades: 6-12

Through the use of data collected over the last three years of IB Chemistry, the rationale for implementing reassessment strategies in ALL grade levels and classes, will benefit students at even at high levels of rigor. Teachers will learn about teaching students to become reflective learners that revise their own study strategies that will be applicable to all content areas.

Nicholas Doyle

IB Coordinator, Science Teacher

Catholic Memorial High School

35 Building Community in a Writer's Workshop using Mentor Texts

Track: Standards-Based Practices

Grades: 1-5

Mentor texts help to inspire ideas, model good writing, and broaden students' horizons as they become writers. Mentor texts are also critical in building a strong writing community within the classroom. This session will help educators understand how to build a community of writers in the classroom through the use of mentor texts. Participants will explore different mentor texts and be given examples of how to incorporate into the classroom during writing.

Becky Faber

National Literacy Consultant

Zaner-Bloser

36 Hands-On History

Track: Standards-Based Practices

Grades: K-6

Focused on Wisconsin Social Studies Standards, Hands-On History uses object theory, museum quality artifacts, and highly qualified educators to improve student understanding of Wisconsin history through engaging interactive presentations. Teachers will learn about the program and how to bring Hands-On History to their classrooms.

Kurt Griesemer

Coordinator of Primary Education

Wisconsin Historical Society

Mary Jo Knapp

Educator, Milwaukee County Historical Society

37 Literacy Experts as Classroom Teachers

Track: Standards-Based Practices

Grades: K-2

This session will give an overview of my research on early elementary classroom teachers who have supplemental literacy certification and choose to stay in the classroom setting rather than moving into literacy specialist, interventionist, or coaching roles. Teachers and administrators can gain insight about the major ways in which these teachers utilize their specialized literacy expertise across the school day and with students, parents, and colleagues.

Theresa Marsicek

Assistant Professor

Alverno College

38 Will Speak to Her Heart - Fostering the Renewal of Womens Religious Life

Track: Student Community

Grades: K-12

This session will examine the place of women's religious life today and the future of women's vocations. Through a study of the relationship between marriage, the priesthood, and religious life. We will discuss the importance of encouraging discernment among young women who may grow up with only minimal contact with religious sisters, and explore the various contributions parents, teachers, and pastors can make to the enrich the strength and integrity of the local Church.

Fr. John Burns

Vocation Promoter and Promoter of Women's Religious and Consecrated Life

Archdiocese of Milwaukee

39 Digital Citizenship in Catholic Schools

Track: Student Community

Grades: 1-8

Utilizing the ISTE Standards and Common Sense Digital Curriculum, teachers will explore the importance of teaching Digital Citizenship at an early age and utilizing the Catholic Social Teachings to connect our 21st century world with our traditional Catholic Faith.

Megan Cerbins

Associate Principal/Director of Curriculum, Instruction, and Technology

Blessed Sacrament Catholic School

40 Building Community and Student Voice in Your School

Track: Student Community

Grades: 6-12

Stressed about students who are not connected or families that appear to be unattached to your school? Discover how to build student attachment while facilitating spiritual and academic post-secondary success for every student. Help your students prepare for the challenges of the future by being active participants in their own growth.

Eric Gallagher

educator

LUMIN Schools

41 Critical Conversations

Track: Student Community

Grades: K-12

How do we talk with each other about sensitive topics? 2020 has certainly provided many sensitive conversation topics. What we say, the words we choose to use, matter more now than ever before. So, what do you do if you offend a coworker, or they offend you? This session equips you to have a critical conversation and close the loop quickly, effectively, and positively.

Scott Hanson

Principal

St. Joseph Academy

42 Integrating Schoolwide Student Wellness: Looking Beyond the Traditional PE Model

Track: Student Wellness

Grades: 6-12

Student wellness is about more than PE class: it encompasses all dimensions of wellness from spiritual to emotional to intellectual and more. Come and learn about a new model for student wellness that moves away from the traditional PE class into a more integrated vision of applied student wellness.

Heather Moran Mansfield

Academic Dean

Divine Savior Holy Angels High School

43 Supporting Healthy Minds and Bodies with Children's Wisconsin's Free E-learning Resources

Track: Student Wellness

Grades: K-12

In this session, participants will learn about all of the free online resources from Children's Wisconsin to support student's healthy minds and bodies. Session will include an overview of resources for bully prevention; mindfulness; alcohol, tobacco and other drug prevention; healthy eating and physical activity; and mental and emotional health and the opportunity to participate in a few activities. School professionals will talk about their experiences with the programs and how they align with WSCC and health education and school counseling standards.

Jenny Nichols

e-learning Representative

Children's Wisconsin

44 Student Social Media Trends for the School Administrator

Track: Student Wellness

Grades: Administrators

This workshop will address an overview of social media and digital applications being used by students. We will also review concerns and behaviors that are currently being seen online and through social media to provide a better understanding of how to identify concerning behavior regarding cyberbullying, sexual exploitation, self-harm, or threats of violence.

Suzanne Nickolai

Safe Environment Program Manager

Archdiocese of Milwaukee

Stephanie Delmore

Victim Assistance Coordinator & Employee Support Coordinator for Parishes & Schools

Archdiocese of Milwaukee

45 Your Choice Professional Development: Identifying Concealed Vaping, Marijuana and Other Substances

Track: Student Wellness

Grades: 6-12

This program features a mock search designed for teachers, coaches, counselors, administrators and other professionals working with students to help them identify signs of JUULing, vaping and possible substance use. Some students will go to great lengths to cover up substance use and to conceal illegal

substances they slip into school. The goal of this presentation is to provide education and awareness to educators regarding current vaping and alcohol/drug trends. Time is built into the presentation for attendees to have the opportunity to touch and feel many different vaping devices and concealment items.

Ashleigh Nowakowski

Executive Director

Your Choice to Live, Inc.

Sandi Lybert, CIP

Your Choice to Live, Inc.

Founder

46 **Be a Detective: Teaching Science through the Investigation Lens**

Track: Standards-Based Practices

Grades: 1-8

Detectives observe and collect evidence to find criminals. Using an investigation lens to teach standards-based science concepts by collecting, recording, and analyzing evidence ensures deeper learning and high student engagement.

Randa Suleiman

Associate Professor/ UG program director

Alverno College

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BRINGING YOUR CATHOLIC FAITH TO LIFE

Katy Maier, Upper Midwest Regional Sales Consultant

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