PLEASE REGISTER FOR SUMMER CLASSES BY Friday, June 4. You may register by calling 262-560-2118, if calling from outside of the school phone system. If calling from inside the school phone system, call Ext. 2118. You may also register by sending email to Joyce.Lovely@oasd.k12.wi.us.
Graduate Course: 001.10 Integrating SMARTBoard Technology Using Notebook Software 10.0

This SMARTBoard course will strengthen knowledge, skills and instructional practices of SMARTBoard technology through a highly interactive, hands-on graduate level experience. Through a progression of meaningful collaborative activities and independent study assignments, participants will increase their knowledge-base and comfort level surrounding this often-times overlooked and underutilized tool. From SMARTBoard basics to advanced feature application, participants will fully experience whiteboard technology and how it may enhance curriculum and delivery for students of all ages. Teachers will promote student achievement by using relevant, engaging, student centered presentations and content relevant lessons.

Course Objectives
- Set up and use a SMARTBoard in your classroom
- Use the SMARTBoard Tools and Gallery
- Apply new applications of Notebook Software 10.0
- Create a ready-to-use project and be prepared to effectively implement it into the classroom
- Differentiate lessons to accommodate whole group, small group and individual student needs
- Build on teachers’ current technology skills and develop new competencies

Presenter: Jenifer Melton
Dates: Mon.-Fri., June 14-18 Time: 8:00 –3:00 p.m. (35 hrs. in class plus 5 hrs. outside of class) Location: OHS Library Intended Audience: K-12 Teachers Fee & Credit Option: $390 for 3 Grad credits Class Limit: 15 Maximum/ 8 Minimum Focus Areas: Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction
Grad Course: 002.10 Engaging Students with Digital Media

“Engaging Students with Digital Media” is a 3-credit graduate level course that critically examines and applies Internet Web 2.0 technologies to teaching and learning environments. The course is designed to support teaching practice through explanation and hands-on use of Web 2.0 tools, discussion of current research on Internet technologies and implications for practice. Teachers will move beyond “technology integration” to examining powerful technology applications for learning, problem-solving and group work. Participants will focus on student learning and content integration rather than the tools themselves.

Course Objectives:
- To familiarize staff with powerful web tools for professional growth and classroom use.
- To provide collaborative, online spaces to discuss and explore these technologies.
- To design instructional tools inclusive of the read/write web.

Presenters: Debbie Prunty, Cathy Daane
Dates: Monday-Friday, June 21-25
Time: 8:00 a.m.-1:00 p.m., plus 4 hrs. per day on own time
Location: OHS or SLIS-TBD
Fee & Credit Option: $390 for 3 Grad credits
Intended Audience: K-12 Teachers
Class Limit: 24

Focus Areas: Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction, Communication

* All graduate level courses require full attendance. Reading, discussion, and workload will be commensurate with 3-credit graduation level offerings of local colleges/universities.

Grad Course: 003.10 The Graphic Novel: A Tool for Improving Literacy

Scholars and teachers realize that in a media-dominated society, just one traditional literacy—reading and writing of print—is no longer sufficient. Graphic novels are a literature format that powerfully motivates students to read, promotes multiple literacies and explores philosophy, history, human interactions, and more. Approximately 65% of the population are visual learners and 90% of our information is visual (Michigan State University). This 3-credit graduate level course critically examines graphic novels and investigates their impact on reading and learning.

Using a combination of research based study, technology, hands-on activities and collaboration, participants will investigate the visual dynamics, innovative narrative forms and critical social content of the comic and graphic novel medium.

Course Objectives:
- Study comic/graphic novels as a format for appreciating art, literature, history and social issues and research how this medium promotes literacy.
- Study the history of “sequential art”.
- Read a variety of comics/graphic novels to decode and comprehend a range of literary devices including: narrative structure; symbolism; point of view; irony; puns; inferences, allusion and alliteration.
- Investigate, adapt or create curricula using graphic novels.
- Create a graphic novel combining a linear narrative with visual and/or digital images and augmentative dialogue to create emotion and movement.

Presenters: Mary Brown, Leah Robertson
Dates: Monday-Friday, June 21-25
Time: 8:00 a.m.-1:00 p.m., plus 4 hrs. per day on own time
Location: TBD
Fee & Credit Option: $390 for 3 Grad credits
Intended Audience: K-12 Teachers
Class Limit: 20

Focus Areas: Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction, Collegial Relations
Grad Course: 004.10 Social Media: Research, Trends, and Implications

Implications for learning in technology-enhanced new media environments is well documented by researchers across many disciplines. The emergence of social media, as it relates to Internet technology, encompasses participation, openness, connectedness, community and conversation. It includes social networks such as Ning or Facebook, blogs, wikis, forums, podcasts, and content communities such as Flickr and YouTube. It encourages its users to produce content.

Research concludes blogging, social networking, and creating digital material are predominant and rising trends in teen internet life. Educators are beginning to take notice of its potential to offer socially-mediated learning, yet to that end, the recent surge of social media and Web 2.0 technologies outside of school impact a mere handful of progressive K-12 and higher education institutions.

Participants will:
- Understand the potential of social media to influence teaching and learning.
- Read and discuss the potential shifts in (digital) literacy practices based on rapid expansion of internet technologies and 21st Century Skills.
- Design a content-centered instructional space utilizing social media.
- Understand the ethical implications for incorporating social media in professional and student-centered environments.

Presenter: Dani Herro
Dates: Monday-Friday, Aug. 2-6  
Time: MWF, 8:00 a.m.-12:00 p.m.; T & TH, 8:00-2:00 p.m. plus 16 hrs. online work  
Location: NH Computer Lab  
Fee & Credit Option: $390 for 3 Grad credits  
Intended Audience: K-12 Teachers, Administrators, Reading Specialists  
Class Limit: 20 Maximum/ 8 Minimum  
Focus Areas: Child Development, Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction

Course: 015.10 Teaching Scientific Inquiry through Food Science

No matter what subjects we teach, if there is one sure thing that motivates students in the classroom its food. Through a dynamic inquiry based curriculum developed by a joint relationship between the FDA/NSTA, come learn about the science behind food and food safety. Participants will take place in a variety of lab oriented work to answer questions such as: What types of bacteria lurk in our food supply? Is irradiated food bad for us? What temperature should we cook our hamburgers to? How are bacteria involved in making cheese? Why doesn’t all milk have to be refrigerated? After lab, class participants will break up to discuss how these inquiry based lab activities can be differentiated for a wide range of student learners to promote authentic inquiry.

Upon completion of this course participants will be able to:
- Make and properly dispose their own agar gel plates for use in conducting food science experiments.
- Explain how different types of bacteria can cause food-borne illnesses.
- Make fresh cheese.
- Setup, perform, and differentiate a variety of food science experiments for a wide range of students.
- Explore how food and food safety topics can be motivational to student developing their own authentic investigations about food encouraging higher levels of Bloom’s taxonomy.
- Utilize a class wiki to communicate to students the importance of food safety to our everyday lives.

Presenter: Jeremy “Pete” Peterson
Dates & Times: June 22, 9:00-12:00 plus 1 hour online  
Location: OHS Room #338  
Credit Options: PDC 4 hrs.  
Intended Audience: Grades 6-12 Science & Health teachers, Family & Consumer Science teachers  
Class Limit: 18  
Focus Areas: Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction
Program Level Course: 014.10 Using Scholastic Keys with K-3 Students
This course will strengthen knowledge, skills and instructional practices of Microsoft Office using a student friendly interface and educational enhancements for Microsoft Word, Excel and PowerPoint. Each of the three programs in Scholastic Keys, Max Write, MaxShow and MaxCount, is a kid-friendly interface that mirrors the three programs in Microsoft Office, Word, PowerPoint and Excel, respectively. The Scholastic Keys programs will ensure a natural progression to Microsoft Office. Through a progression of meaningful collaborative activities and independent study assignments, participants will increase their knowledge-base and comfort level of all three programs. From Scholastic Keys basics to advanced feature application, participants will integrate these technology tools into current curricular concepts and understand how it may enhance the curriculum for elementary students. Teachers will promote student achievement by using relevant and engaging lessons supported by technology.

Presenter: Jenifer Melton
Dates: M-W, Aug. 16-18 Time: 8:00 a.m.–12:00 p.m. Location: Greenland Computer Lab Credit Options: Stipend $262.20 or PD 12 hours Intended Audience: K-3 Teachers Class Limit: 8 Maximum can earn stipend Focus Areas: Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction

Program Level Course: 005.10 Comprehension Shouldn’t Be Silent - From Strategy Instruction to Student Independence Collegial Study
This course will assist 3rd and 4th grade teachers in developing strategies for improving comprehension through the Metacognitive Teaching Framework (MTF). The mentor text, Comprehension Shouldn’t be Silent – From Strategy Instruction to Student Independence, will be required reading for all participants.
Course Objectives:
✓ To provide teachers with an overview of the Metacognitive Teaching Framework (MTF) that will enable them to deliver strategic comprehension instruction leading their students to independence and effective thinking while reading.
✓ To assist teachers in nurturing and cultivating cognitive conversations within the class to insure that comprehension is occurring.
✓ To promote the use of the five metacognitive strategy units: predicting, making connections, questioning, visualizing and summarizing
✓ To provide specific activities to scaffold each strategy. Teachers will learn how to use think-alouds, direct instruction, guided reading lessons and independent learning activities to help develop metacognitive learners.

Facilitators: Kimberly Dabney, Rita Loyacono
Dates: Aug. 24 & 25, 8:00 a.m.—12:00 p.m. Location: TBD Credit Options: Stipend $174.80 or PD 8 hours Intended Audience: Grades 3 & 4 Teachers, EEN Teachers Class Limit: 12 Maximum can earn stipend Focus Areas: Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction, Assessment, Collegial Relations

Course: 017.10 Incorporating Technology into the World Language Curriculum Collegial Study
This collegial study is designed to explore the varied ways of incorporating technology into the World Language classroom.
Course Objectives:
✓ To investigate new technologies, such as vod casting and pod casting.
✓ To share ideas with colleagues about new technologies
✓ To implement lesson plans that incorporate these new technologies

Facilitator: Danielle Chaussée
Dates: Sept. 9, 2010 & each 2nd Thursday of the month through May 2011 Time: 3:00-4:00 p.m. Location: OHS Room #353 Credit Options: PDC 8 hours Intended Audience: OHS World Language Department Class Limit: Open Focus Areas: Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction, Collegial Relations, Self-Evaluations
Program Level Course: 016.10 Intervention Across RTI Tiers

This course will assist grades K-2 teachers in creating a bank of classroom reading interventions aligning with the district curriculum as well as learning about small group and one-to-one formats. It will be important for each teacher to implement a format in their own classroom and discuss the procedures throughout this course to gain an understanding of the effectiveness of interventions. A recommendation to purchase the following resource be considered yet not a requirement: *The Next Step in Guided Reading-Jan Richardson.*

Course Objectives:
- To provide a shared vision of aligned classroom interventions within a variety of RTI tiers.
- To help teachers learn the formats of a variety of interventions that support similar instructional practices.
- To provide ongoing support and continued professional development in order to assist teachers in refining their own guided reading and small groups.

Presenters: Heidi Mumm, Susie Schauer

Dates & Times: Aug. 24, 8:30-11:30 a.m., Oct. 21,& Dec. 2, 4:00-5:30 p.m.

Location: GRN/SUM Libraries Credit Options: Stipend $131.11 or PDC 6 hrs. Intended Audience: Grades K-2 Teachers, Special Education Teachers

Class Limit: 25 Maximum (1st 16 can earn Stipend) Focus Areas: Instructional Strategies, Differentiated Learning, Classroom Management, Organizing & Planning Instruction, Assessment, Self-Evaluation

Program Level Course: 018.10 Differentiation and Grading: Asking Tough Questions Collegial Study

The collegial study group will meet to address the elements of quality differentiation and sound grading practices. This course will provide a thought-provoking, research-based look at differentiation, grading, and related situations that we all encounter in diverse classrooms. As a result of participation in this collegial study group, educators will:
- Understand how to approach summative assessment, homework, late work, effort, and participation.
- Understand the educational value of differentiating instruction.
- Demonstrate an ability to differentiate curriculum

Participants will be:
1. Required to engage in professional reading from the text, *Fair Isn’t Always Equal.* Participants apply their learning to their own classroom and reflect on the impact related to student achievement.
2. Asked to interview people affected by the content of the professional reading. Analysis of the responses will be shared in discussions groups.
3. Learning by engaging with essential questions and scenarios to help explore concepts, skills, and strategies introduced in the text.

Facilitators: Denise Audley, Kristie Coughlin, & Tina Heinecke-Kurtz

Dates: TBD-October & November Time: 3:15-5:15 p.m. Location: SLIS Room 152A Credit Options: Stipend $174.80 or PDC 8 hrs. Intended Audience: Grades 7-12 Teachers Class Limit: 12 Maximum can earn stipend Focus Areas: Content & Structure of the Disciplines, Instructional Strategies, Differentiated Learning, Organizing & Planning Instruction, Assessment

Program Level Course: 019.10 Middle Years Programme: Philosophy into Practice Collegial Study

This collegial study will work together to gain a deeper understanding of Middle Years Programme philosophy. They will achieve this by reviewing specific subject guide requirements, aims, and objectives. They will work to achieve a greater understanding of the fundamental concepts. They will grow in our ability to horizontally and vertically articulate the Middle Year Programme aims and objectives.

Course objectives:
- The group will discuss interdisciplinary practices.
- Participants will review curriculum and assessment documents using MYP assessment details.
- Participants will examine the assessment philosophy of MYP.
- Participants will gain a deeper understanding of the Approaches to Learning.
- Participants in this course will also examine structures that could be infused into the classroom that promote intercultural understanding and respect.
- Rigorous assessment of student learning will be explored.
- Strategies that promote active, compassionate lifelong learning will be revealed and infused into current classroom structures.

Facilitators: Stephanie Leonard-Witte, & Tina Heinecke-Kurtz

Dates: TBD—Fall Time: TBD. Location: NHIS Room 152A Credit Options: Stipend $174.80 or PDC 8 hrs. Intended Audience: Grades 5-12 Teachers Class Limit: 12 Maximum can earn stipend Focus Areas: Instructional Strategies, Differentiated Learning, Communication, Organizing & Planning Instruction, Assessment
Course: 007.10 & 008.10 Going SOLO: Powerful Supports for Reading and Writing
SOLO is a very powerful "literacy suite" of software that will be available to all of our students when they return to school in the fall. Read Out Loud, Write Out Loud, Co-Writer, word predication software, and Draft Builder, a writing organizational tool, are bundled into SOLO. These are easily interchangeable for a student with one click. You’ll be surprised how quickly you can become proficient at using these programs. Be ready when your students come into the door! Participants will receive take-home copies of the software. Participants will also become proficient at accessing eTexts through Bookshare.org. Additional sessions and user group sessions will be scheduled in the September and October.

Presenters: Peg Cieslak, Deb Clouthier & Denise Audley
Dates: Crs. # 007.10-August 5 or Crs. # 008.10-August 23 (Choose one) Time: 12:00-4:00 p.m. Location: OHS Comp Lab Credit Options: PDC 4 hrs Intended Audience: 5-12 Special Education Teachers and Paras Class Limit: 15 Maximum per session Focus Areas: Differentiated Learning, Instructional Strategies, Organizing & Planning Instruction, Classroom Management

Course: 009.10 Augmentative Assistive Communication (AAC)
Participants will be introduced to and develop beginning skills using the new AAC devices in our district library. A representative from the DynaVox Corporation will demonstrate the higher end line of products. There will be discussion of district process, assessment/evaluation, and funding sources to acquire devices for communication impaired students. Additional fall sessions will be planned as need is determined by the group. There will be hands-on learning with the devices, presentations and review of assessment tools.

Presenters: Peg Cieslak, Julie Burg, Paula Minix
Dates: August 9 Time: 12:00-4:00 p.m. Location: OHS Conference Room Credit Options: PDC 4 hrs Intended Audience: Special Education Teachers, Speech/Language Pathologists Class Limit: 10 Maximum Focus Areas: Differentiated Learning, Instructional Strategies, Communication, Assessment, Collegial Relations

Course: 010.10 Microsoft Office Word for Teachers
This course is designed for the classroom teacher who is looking for more detail in the many changes in MS Word. MS Word topics covered will include working with the:
- Developer Ribbon (macros, controls, protecting documents, and creating forms),
- Mailings Ribbon (mail merge, envelopes, and labels)
- Page Layout Ribbon (tabs, paragraphs, and page setup)
- Office Button (saving/converting documents and creating templates)
Participants learn by teacher demonstration through the use of a SMARTBoard while participants follow along hands-on at their workstation.

Presenters: Becky Kitt & Kyla Stefan
Dates: Tuesday, August 17 Time: 7:45 a.m.—11:45 a.m. Location: OHS Lab 213 Credit Options: PDC 4 hrs Intended Audience: Classroom teachers only Class Limit: 15 Maximum Focus Areas: Communication, Organizing and Planning Instruction

Course: 011.10 Microsoft Office Word for Support Staff
This course is designed for clerical para-professionals and administrative assistants who are looking for more detail in the many changes in MS Word. MS Word topics covered will include working with the:
- Developer Ribbon (macros, controls, protecting documents, and creating forms),
- Mailings Ribbon (mail merge, envelopes, and labels)
- Page Layout Ribbon (tabs, paragraphs, and page setup)
- Office Button (saving/converting documents and creating templates)
Participants will learn by teacher demonstration through the use of a SMARTBoard while participants follow along hands-on at their workstation.

Presenters: Becky Kitt & Kyla Stefan
Dates: Tuesday, August 17 Time: 12:15 –4:15 p.m. Location: OHS Lab 213 Credit Options: PDC 4 hrs Intended Audience: Clerical Para-professionals and Administrative Assistants only Class Limit: 15 Maximum Focus Areas: Communication, Organizing and Planning Instruction
Course: 012.10 Microsoft Office Excel for Teachers

This course is designed for any classroom teacher who is looking for more detail in the many changes with MS Excel 2007. MS Excel topics will include working with the:

- Home Ribbon (editing, aligning, and formatting cells)
- Formula Ribbon (formulas and functions)
- Insert Ribbon (charts, illustrations, and text)

Participants will learn through teacher demonstration with use of the SMARTBoard while participants follow along hands-on at their workstations.

Presenters: Becky Kitt & Kyla Stefan  
Dates: Wednesday, August 18  
Time: 7:45 a.m.—11:45 a.m.  
Location: OHS Lab 213  
Credit Options: PDC 4 hrs  
Intended Audience: Classroom teachers only  
Class Limit: 15 Maximum  
Focus Areas: Communication, Organizing and Planning Instruction

Course: 013.10 Microsoft Office Excel for Support Staff

This course is designed for any clerical para-professionals and administrative assistants who are looking for more detail in the many changes with MS Excel 2007. MS Excel topics will include working with the:

- Home Ribbon (editing, aligning, and formatting cells)
- Formula Ribbon (formulas and functions)
- Insert Ribbon (charts, illustrations, and text)

Participants will learn through teacher demonstration with use of the SMARTBoard while participants follow along hands-on at their workstations.

Presenters: Becky Kitt & Kyla Stefan  
Dates: Wednesday, August 18  
Time: 12:15-4:15 p.m.  
Location: OHS Lab 213  
Credit Options: PDC 4 hrs  
Intended Audience: Classroom teachers only  
Class Limit: 15 Maximum  
Focus Areas: Communication, Organizing and Planning Instruction

Have an enjoyable summer!

Course: 006.10 First Aid & CPR/AED

Heartsaver First Aid and CPR/AED course teaches rescuers to effectively recognize and treat emergencies in the critical first minutes until emergency medical services personnel arrive. This course is intended for new and renewal audiences. Class is free to all staff due to availability of AED grant monies. Certification is good for 2 years. All must attend entire class for the new CPR updates.

Presenters: Lori Zagrodnik, Sandy Koch, Joy Soderstrom  
Date: August 5, 2010  
Time: 8:00 a.m.-12:00 p.m.  
Location: OHS Library  
Credit Options: PDC 4 hrs. for those who are not exempt.  
Intended Audience: Coaches, ERT, Administrators, Teachers, Administrative Assistants, Para-professionals  
Class Limit: open  
Focus Areas: Self Evaluation

Please see the next page for “new” CPR & First Aid Renewal Options

Note: There will be two other CPR/First Aid offerings during next school year. Nov. 4, 2010 and March 3, 2011.
Heartsaver First Aid/CPR/AED Renewal Options

If you have already taken the course offered at school, you may choose to complete one or more of your requirements online for a fee, (which is not covered by the school district), and then schedule an appointment to complete your skills testing with one of the instructors.

You must however, have completed the course at least once with the instructors prior to utilizing the online option for renewing. Many people find it difficult to attend one of our courses after school and this may be a time saver and can also shorten the time you are at the class.

The website to purchase an online CPR/First Aid/AED class is [www.onlineaha.org](http://www.onlineaha.org)
You may choose one or all of the courses and then you still must complete the skills testing with an AHA Instructor here to receive your certification card which is good for two years.

You may choose:

- **Heartsaver First Aid Online Part 1** PN 80-1095 for $25.00
- **Heartsaver CPR and AED Online Part 1** PN 80-1494 for $19.95
- **Heartsaver First Aid Online with CPR & AED Part 1** PN 80-1461 for $35.00

You will be asked to register at the website before you are able to purchase a course to complete. We just ask that if you decide to renew in this way, you please let me know so that we can schedule your skills testing. You may also find more description under each course title online.

We at OASD will continue to offer at least 3 courses throughout the school year free of charge to employees until grant monies are depleted to keep certifications up to date. After that time, you may be asked to pay the $8.00 for your certification card.

Thank you – Your OASD Instructors: Sandy Koch, Lori Zagrodnik and Joy Soderstrom