



Building Communities. Empowering Readers.

► 2018 Summer Institute

wits
working in the schools





Congratulations! WITS is excited to welcome you, the 30th cohort of Rochelle Lee Teacher Awardees, to the WITS 2018 Summer Institute.

WITS believes in creating opportunities for every student in Chicago to be literate. We are a movement of educators, volunteers, and investors coming together to support a better public education for students. The WITS community of teachers and volunteers model for students the life-changing benefits of literacy, a passion for learning, and a love of reading. We commend you for your commitment to enhancing your literacy practice and cultivating a love of reading with your students. WITS understands the life-changing power of putting high-quality literature into the hands of the students. Thank you for joining us in this crucial work.

In 2015, The Rochelle Lee Teacher Award (RLTA) program joined the WITS organization. RLTA was founded in 1990 by a group of engaged parents and community members from Oscar Mayer Elementary School to celebrate the legacy of the inspiring teacher and school librarian, Rochelle Lee. Powered by a love of reading and the belief that all students deserve access to books, RLTA began providing teachers with research-based literacy professional development and classroom library grants at no cost to teachers or schools. RLTA empowers readers by creating language-rich, book-filled classrooms where children are immersed in reading, writing, listening, and discussing throughout the day. RLTA educators lead sustainable literacy practices in classrooms and collaborate with teams of teachers and administrators to create a culture of literacy in schools.

This is your WITS 2018 Summer Institute Professional Development Catalog. As an Awardee, you have access to over 200 hours of teacher-led professional development. All workshops have been designed to promote and develop teachers' understanding, knowledge, and implementation of best-practice in literacy instruction across the curriculum. Please read this catalogue in its entirety to learn about your requirements to qualify for classroom library grants. You must register for all workshops online at www.witschicago.org/teachers. Register by June 15, 2018 to ensure your spot in your preferred workshops.

Again, congratulations! We are looking forward to working with you this summer and supporting you throughout the 2018-2019 school year.

Sincerely,

Brenda Langstraat
Chief Executive Officer

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Workshop Title	Date/Time	# of hours

LOCATION



The Literacenter

The Literacenter is located at 641 W. Lake Street in the West Loop, at the intersection of Lake and Desplaines. The Chicago Literacy Alliance’s Literacenter is a co-working space that houses more than 100 of Chicago’s literacy nonprofits. The building entrance is in the middle of the block on Lake Street where you will take the elevator to the second floor. Plan to include travel time and time to secure parking. WITS workshop check-in begins half an hour before workshops begin. Please sign-in to ensure that you receive credit for all workshops.

Parking

Pay lots are available on Wayman and Union (directly behind Carnivale), as well as on Jefferson and Fulton. There is also metered parking on most surrounding streets, including: Lake, Desplaines, and Union. Please make sure you are aware of signage and any parking restrictions in the area. If you are late to a workshop because of parking, you will need to reschedule.

Public Transportation

- Metra trains (Ogilvie Transportation Center and Union Station)
- El trains (Clinton stop, Green and Pink lines)
- Buses (routes 20 and 56)
- Expressways (Lake St. and Washington St. exits, 90 /94)
- Zipcars (Jefferson+Lake and Clinton+Lake)
- Divvy bikes (Clinton+Lake)

POLICIES

Online Registration

- Participants must register online for workshops at www.witschicago.org by June 15, 2018. An email will be sent to confirm your registration. Only registered participants will be admitted to workshops. No walk-ins will be accepted.
- Awardees cannot change registration online. Please contact Daphne Robinson (daphner@witschicago.org or 708-943-7582) immediately if you are unable to attend a workshop or to make changes to your registration.
- Registration closes for a specific workshop when maximum capacity is reached. Register early to ensure your spot. Awardees may register for additional workshop hours if space permits after our initial registration period. An email will be sent letting you know if this is possible.
- Suggested grade bands are listed before each elective workshop description. Awardees may choose which grade bands and workshops are most relevant to the needs of their classroom, students, and school community. You may need to modify the workshop content to meet the needs of your specific classroom and students.

Workshop Attendance

- Workshops will begin on time. Facilities open 30 minutes prior to the start of the workshop. Please arrive at least 5 minutes prior to the start of your workshop. **Those who arrive 10 or more minutes late will not be admitted. No exceptions will be made.**
- Workshop credit hours will be only given for participation in the entire duration of the workshop. Credit hours for multiple-session workshops will be given only for participation in all required sessions.
- CPDUs are available for all workshops. Required Illinois State Board of Education forms will be provided after participants complete workshop evaluations for ISBE as well as for WITS.
- Children are not allowed in workshops as participants are expected to engage fully. WITS does not provide childcare. Children are not allowed in the Literacenter unsupervised.
- Awardees are not allowed to use their cellphones during workshops, except for emergency situations. Most workshops do not include scheduled breaks. Plan to bring snacks, a water bottle, a sweater, and note-taking materials to all workshops.



PROGRAM REQUIREMENTS

Workshop Requirements

- Some workshops may require participants to read and bring a book to the session. This is a requirement; those who fail to read and bring the required book will not be able to participate in the workshop.
- Some workshops indicate for Awardees to bring technology to the workshop to use for online research, planning, etc. Most workshops include planning time – bring the technology that you use most in your classroom to ensure continuity. The Literacenter has free WiFi, but there are no laptops or computers for Awardees to use.
- New awardees are required to attend the two-day Becoming Readers Institute. Awardees are expected to read this summer’s chosen text, Umami by Laia Jufresa, in its entirety prior to the workshop. Please be prepared to discuss the book during the sessions by completing your reading of the novel prior to your scheduled workshop. Those who fail to read and bring the book will not be able to participate in the workshop and will be asked to reschedule for a later date.

Classroom Library Grants

- To be eligible for Classroom Library Grants, awardees are required to attend a minimum of six hours of elective workshops, attend all required workshops, and spend three hours researching books in the Rochelle Lee Review Library.
- Classroom Library Grants must be spent on or by September 14, 2018. You will receive an email from WITS with book ordering instructions once you have completed your Summer Institute requirements. If you have questions regarding book ordering eligibility or issues placing your order, please contact Daphne Robinson (daphner@witschicago.org or 708-943-7582) prior to the deadline.

The Rochelle Lee Review Library

The Rochelle Lee Review Library is open during the Summer Institute, Monday through Thursday, 8:30am – 4:30 pm, and Fridays 8:30am – 2:00pm. The Library is also open on Saturdays when there are workshops occurring. Refer to the Program Requirements table to confirm needed hours. To receive credit for your time, be sure to sign in and out of the Review Library Log, located onsite.

There are several different types of Awardees, each with its own set of requirements. Please use the table below to ensure that you complete your Summer Institute requirements.

	New Individual	Returning Individual	New Study Group Member and New Individual	New Study Group Member & Returning RLTA	Returning Study Group Member	Study Group Leader
Professional Development Requirement						
Elective Summer Workshops (6 Hours)	●	●	●	●	●	●
Becoming Readers Institute (8 hours)	●		●			
RLTA Orientation (3 hours)	●		●			
Study Group Member Orientation (3 hours)			●	●		
Study Group Leader Training (3 hours)						●
RLTA Review Library Hours (3 hours)	●	●	●	●	●	●
Remaining Readers Book Club (register in September)		●		●	●	●

WORKSHOP CALENDAR

June						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> ● BRI: Becoming Readers Institute ● RLTAO: Rochelle Lee Teacher Award Orientation ● SGMO: Study Group Member Orientation ● SGLT: Study Group Leader Training ● W: Elective Workshop 					1	2
			6	7	8	9
			13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30 ● W 1 ● RLTAO 1

July											
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday					
1	2	3	4	5	6	7					
8	<ul style="list-style-type: none"> ● W 2 ● W 3 ● SGMO 1 ● RLTAO 2 	9	<ul style="list-style-type: none"> ● W 4.1 ● W 5 ● W 6 ● BRI 1.1 	10	<ul style="list-style-type: none"> ● W 4.2 ● W 7 	11	<ul style="list-style-type: none"> ● BRI 1.2 ● W 8 	12	13	<ul style="list-style-type: none"> ● BRI 2.1 ● RLTAO 3 ● RLTAO 4 ● W 9 	14
15	<ul style="list-style-type: none"> ● W 10.1 ● W 11 ● BRI 3.1 	16	<ul style="list-style-type: none"> ● W 10.2 ● W 12 ● SGMO 2 ● RLTAO 5 	17	<ul style="list-style-type: none"> ● W 13.1 ● BRI 3.2 	18	<ul style="list-style-type: none"> ● W 13.2 	19	20	<ul style="list-style-type: none"> ● BRI 2.2 ● SGMO 3 ● W 14 ● SGLT 1 	21
22	<ul style="list-style-type: none"> ● W 15 ● W 16.1 ● SGLT 2 	23	<ul style="list-style-type: none"> ● W 17 ● BRI 4.1 ● W 16.2 	24	<ul style="list-style-type: none"> ● W 18 ● SGMO 4 ● W 19 	25	<ul style="list-style-type: none"> ● BRI 4.2 ● W 20 	26	27	28	
29	<ul style="list-style-type: none"> ● W 21.1 	30	<ul style="list-style-type: none"> ● BRI 5.1 	31							

August									
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			
			<ul style="list-style-type: none"> ● W 21.2 	1	<ul style="list-style-type: none"> ● BRI 5.2 	2	3	<ul style="list-style-type: none"> ● W 22 	4
5	<ul style="list-style-type: none"> ● W 23 	6	<ul style="list-style-type: none"> ● W 24 	7	8	<ul style="list-style-type: none"> ● W 25 ● SGMO 5 ● SGLT 3 	9	10	11
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30	31				

REQUIRED WORKSHOPS

First Time Awardees

Becoming Readers Institute (BRI)

This two-day institute serves as an introduction to the Rochelle Lee Teacher Award and our goal of fostering a love of reading. BRI explores one's self as a reader through an in-depth discussion of Umami by Laia Jufresa. A complimentary copy of the text will be sent to all first year Awardees. Through a variety of activities, teachers participate as adult readers and learners. **Participants are required to read Umami in its entirety prior to the workshop and should bring the book to all sessions.**

Register for one of the BRI sessions below

- **BRI 1**
Tuesday, July 10 & Thursday, July 12
9am – 1pm
Literacenter, Swiss Family Roombinson
- **BRI 2**
Saturday, July 14 & Saturday, July 21
9am – 1pm
Literacenter, Swiss Family Roombinson
Enter at 651 W. Lake Street
- **BRI 3**
Monday, July 16 & Wednesday, July 18
2pm – 6pm
Literacenter, Swiss Family Roombinson
- **BRI 4**
Tuesday, July 24 & Thursday, July 26
2pm – 6pm
Literacenter, Roombinson Crusoe
- **BRI 5**
Tuesday, July 31 & Thursday, August 2
4pm – 8pm
Literacenter, Swiss Family Roombinson

Rochelle Lee Teacher Award Orientation (RLTAO)

RLTAO explores literacy best practices encouraged by WITS, including professional goal-setting, self-assessment, read aloud, independent reading, and implementing accessible classroom libraries.

Register for one of the RLTAO sessions below

- **RLTAO 1**
Saturday, June 30
9am – 12pm
Literacenter, Swiss Family Roombinson
Enter at 651 W. Lake Street
- **RLTAO 2**
Monday, July 9
1pm – 4pm
Literacenter, Swiss Family Roombinson
- **RLTAO 3**
Saturday, July 14
9am – 12pm
Literacenter, Roombinson Crusoe
Enter at 651 W. Lake Street
- **RLTAO 4**
Saturday, July 14
1pm – 4pm
Literacenter, Roombinson Crusoe
Enter at 651 W. Lake Street
- **RLTAO 5**
Tuesday, July 17
5pm – 8pm
Literacenter, Roombinson Crusoe

REQUIRED WORKSHOPS

Study Group Awardees

Study Group Member Orientation (SGMO)

SGMO is required for teachers who are new Study Group Members; it is also highly encouraged for returning Study Group Members. The workshop will focus on professional goal-setting while developing a basic understanding of the study group process. Study Group Members will begin the process of planning for the school year and will gain access to all RLTA online resources. Please bring your computer or tablet. Study Group Members are encouraged to attend SGMO with other group members if possible.

Register for one of the SGMO sessions below

- **SGMO 1**
Monday, July 9
9am – 12pm
Literacenter, Swiss Family Roombinson
- **SGMO 2**
Tuesday, July 17
5pm – 8pm
Literacenter, Swiss Family Roombinson
Enter at 651 W. Lake Street
- **SGMO 3**
Saturday, July 21
9am – 12pm
Literacenter, Roombinson Crusoe
Enter at 651 W. Lake Street
- **SGMO 4**
Wednesday, July 24
1pm – 4pm
Literacenter, Swiss Family Roombinson
- **SGMO 5**
Thursday, August 9
1pm – 4pm
Literacenter, Swiss Family Roombinson

Study Group Leader Training (SGLT)

SGLT is required for Awardees who are leaders of a WITS Study Group. It will explore the role of study group leaders as facilitators and managers of collaborative learning groups. Study Group Leaders (SGLs) will begin the process of planning for the school year and will gain access to all RLTA online resources. Please bring your computer or tablet. Study Group Leaders are encouraged to invite and attend Study Group Leader Training with one other Study Group Member.

Register for one of the SGLT sessions below

- **SGLT 1**
Saturday, July 21
1pm – 4pm
Literacenter, Roombinson Crusoe
Enter at 651 W. Lake Street
- **SGLT 2**
Monday, July 23
5pm – 8pm
Literacenter, Swiss Family Roombinson
- **SGLT 3**
Thursday, August 9
5pm – 8pm
Literacenter, Swiss Family Roombinson

ELECTIVE WORKSHOPS

W1

Guided Reading: Ready, Set, Read!

Saturday, June 30th

9AM—12PM

3 hours

Literacenter, Swiss Family Roombinson

Enter at 651 W. Lake Street

Recommended for grades pre-k—2nd

The focus of this workshop is how to effectively implement Guided Reading in primary (pre-kindergarten to second grade) classrooms. Guided Reading is an invaluable instructional approach that provides students with differentiated instruction that builds confidence while enhancing students' decoding and comprehension strategies. Guided Reading is the most efficient method for creating deep thinkers and fluent readers. Educators will be given resources to create, establish, and maintain guided reading groups. We will center our session on Jan Richardson's text, [The Next Steps in Guided Reading](#). This text will arm educators with the instructional strategies to increase student fluency, self-monitoring, comprehension, and problem-solving skills.

The workshop's professional learning activities will include a presentation of Jan's strategies, group discussion, group lesson planning, and analysis of learning artifacts. Targeted lessons will be used as fodder for goal setting and reflection on instructional practices. This workshop is ideal for primary teachers who want to learn about Guided Reading with plans to follow this system for the 2018-2019 school year.

Jessica General – Primary and Intermediate Special Education Teacher, Chalmers School of Excellence, CPS; former Summer Institute presenter and Rochelle Lee Teacher Awardee

W2

Words Study with Words Their Way

Monday, July 9th

9AM—12PM

3 hours

Literacenter, WutheRoom Heights

Recommended for grades kindergarten—5th

In this workshop, Awardees will look at research and best practices about how students learn to spell, as well as the different developmental spelling levels students progress through. Participants will learn how to assess students using a spelling inventory as well as how to effectively group and instruct students. Using [Words Their Way](#) as an anchor text, teachers will learn organizational tips to implement this program (or something similar) in their classrooms. Participants will look at various ways to introduce sorts, create vocabulary rich classrooms, and ensure that all students progress in terms of learning how language works.

This workshop is ideal for educators who are interested in implementing a robust word study system in their classrooms but are at a loss as to 'how.' This workshop will provide teachers with organizational materials, assessments, sorts, and other tools to bring word study to life.

NEED: Please bring [Words Their Way](#) if you plan to use it during the upcoming school year, or materials for other word study systems that you use.

Karyn Keenan – Third Grade Teacher, Crow Island Elementary School, Winnetka, IL; National Board-Certified Teacher; National Louis University Adjunct Professor; former Summer Institute presenter and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W3

Check It Out: Creating Classroom Libraries with Intention

Monday, July 9th

1PM—4PM

3 hours

Literacenter, WutheRoom Heights

Recommended for grades pre-k—5th

This workshop will look at what it means to have a strong classroom library based on ideas and principles supported by RLTA, such as how to make your library accessible and inviting for all learners. Participants will use a self-assessment to examine the current state of their library and make plans for improvement using photographs of RLTA libraries for inspiration. We will discuss how to take our libraries to the next level and how to give library ownership back to students; as well as management strategies, organization systems, check-out, routines, leveling, and much more!

NEED: Please bring ONE PICTURE BOOK that is a ‘must have’ for any classroom library!

Rachel Galan Blundy – Second Grade Teacher, Prescott Elementary, CPS; former Summer Institute presenter and facilitator, WITS Study Group Leader and Member, Remaining Readers Book Club facilitator, and Rochelle Lee Teacher Awardee

Tina Stewart – First Grade Teacher, Prescott Elementary, CPS; former Summer Institute presenter, WITS Study Group Leader, Study Group Member, and Rochelle Lee Teacher Awardee

W4

Arts Integrated Curriculum Design – Two-Day Intensive Workshop

Tuesday, July 10th & Wednesday, July 11th

9AM—12PM

2 Days, 6 hours

Literacenter, The Island of Dr. MoRoom

Recommended for grades pre-k—8th

Arts Integrated Curriculum Design is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both. (Kennedy Center’s Definition of Arts Integration)

This workshop will focus on designing and implementing high quality arts integrated curriculum for literacy content standards. Participants will explore Arts Integrated Curriculum Design theory to form a foundation of understanding on its impact on the whole child, as well as diverse learners, English Language Learners, and students across the achievement continuum range. Participants will be guided through each curriculum design step, and will evaluate curriculum and integrate content standards with art standards. They will receive feedback and guidance on their arts integrated unit. Participants will also explore Arts Integrated Curriculum Design as a learner through a shared art experience.

This intensive workshop will provide a foundation for understanding, and an opportunity to evaluate, improve, and integrate their literacy curriculum. Participants will design an arts integrated unit specific to their classroom to implement during the 2018-2019 school year. Participants will receive specific guidance, mentorship and feedback on their curriculum design and implementation plan. Participants will also participate in Arts Integrated Curriculum Design as a student through a complete shared art experience from start to Showcase.

BRING: Grade specific literacy content standards to work with.

Heather vonOesen Dean – Curriculum Consultant, Creative Across the Curriculum, LLC, Madison, WI; former fifth and sixth grade teacher, Cameron Elementary and Daley Academy, CPS; former Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W5

Arts Integrate Curriculum Design – An Introductory Workshop

Tuesday, July 10th

1PM–4PM

3 hours

Literacenter, The Island of Dr. MoRoom

Recommended for grades pre-k–8th

Arts Integrated Curriculum Design is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both. (Kennedy Center’s Definition of Arts Integration)

This workshop will focus on designing and implementing high quality arts integrated curriculum for literacy content standards. Participants will explore Arts Integrated Curriculum Design theory to form a foundation of understanding on its impact on the whole child, as well as diverse learners, English Language Learners, and students across the achievement continuum range. Participants will be guided through each curriculum design step, and will evaluate curriculum and integrate content standards with art standards. They will receive feedback and guidance on their arts integrated unit. Participants will also explore Arts Integrated Curriculum Design as a learner through a shared art experience.

This introductory workshop will provide a foundation for understanding, and an opportunity to evaluate, improve, and integrate their literacy curriculum, and an introductory mini shared art experience.

BRING: Grade specific literacy content standards to work with.

Heather vonOesen Dean – Curriculum Consultant, Creative Across the Curriculum, LLC, Madison, WI; former fifth and sixth grade teacher, Cameron Elementary and Daley Academy, CPS; former Rochelle Lee Teacher Awardee

W6

Increasing Engagement by Teaching About Animals

Tuesday, July 10th

1PM–4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades kindergarten–5th

Most students young people love animals and are curious about their lives. Educators can capitalize on this interest to create engaging lessons and activities that help student’s foster empathy and compassion for animals, while teaching important academic and social/emotional skills. In this workshop, participants will learn about activities, resources, and lessons that can teach students to better interact with their companion animals at home, understand important animal welfare issues in their community, and take action to help animals through service projects. This workshop will be highly interactive with time for demonstrations of activities, practices, reflection, and discussion. If you are an animal lover looking to bring more joy and humane teaching into your classroom, this workshop is for you!

Mickey Kudia – Chicago Program Manager, H.E.A.R.T.; Human Education Advocates Reaching Teachers; former Summer Institute presenter

ELECTIVE WORKSHOPS

W7

Streamlining Writers' Workshop with Google Tools

Wednesday, July 11th

1PM–4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades 3rd–8th

Writing instruction, routines, and procedures need be updated to keep up with the 21st century. Technology has radically transformed what long-form writing and literacy look like, and teachers are looking for ways to adapt. Not simply to use technology, but to improve outcomes for students and give teachers more time to teach. Content creation looks drastically different today as teachers are no longer knowledge silos. With proper use of Google tools and other technology, teachers can help students harness the knowledge needed for research papers.

This workshop will focus on Google's G Suite of Tools: Docs, Slides, Keep, and more. G Suite has been updated since 2017 to incorporate new tools and workflows – if you took this workshop previously, there's more to learn this summer! This workshop will explore tools that give teachers the ability to cut through administrative tasks, such as keeping writing folders or paper drafts organized, and focus on giving quality feedback and creative authentic writing assignments and assessments. From the pre-writing stages, to drafting and editing, to the myriad ways to publish, workshop participants will learn how to incorporate G Suite tools into their Writers' Workshop. Not only will this help students to streamline their drafts, but will provide quicker, improved feedback. Teachers will walk away with authentic digital documents that can be incorporated or personalized for immediate classroom use.

BRING: a tablet or laptop that you will use in your classroom.

Sean Eichenser – Eighth Grade English/Language Arts Teacher, Smyser Elementary, CPS; Google Level and Level 2 Certified Educator and Google Trainer; Apple Teacher; former Summer Institute presenter, WITS Study Group Member, and Rochelle Lee Teacher Awardee

W8

Mirrors Matter: How Culturally Relevant Literature Can Accelerate Literacy Learning

Thursday, July 12th

5PM–8PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades pre-k–8th

The *We Need Diverse Books* movement has been critical in drawing attention to the need for “mirrors” and “windows” in our nation's classrooms – mirror books that reflect children's lives and experiences, and window books that offer views of the broader world. Much of this discussion focuses on the potential for “mirrors” to help children feel included and connected in their classrooms, but this is only half the story. New research shows that having opportunities to draw on their background knowledge and experiences is a critical factor increasing young learners' motivation, engagement, language productivity, and depth of comprehension.

This interactive presentation will support teachers in learning more about the critical role that culturally relevant children's literature can play in supporting language development and literacy learning. Hands-on review of texts will allow participants to expand their knowledge of the range of high-quality multicultural and urban children's literature available. Discussion will focus on practical ways to utilize a balance of mirror and window books to help children explore common curricular themes. Classroom-based case studies will be shared to demonstrate the impact of culturally relevant children's literature on student learning.

Dawn Craan – MS Child Development; Project Manager/Elementary Specialist, Kids Like Us

Kelly Gray – MS Early Childhood Education; Early Childhood Specialist, Kids Like Us

ELECTIVE WORKSHOPS

W9

Engaging Families to Increase Attainment and Create Community

Saturday, July 14th

2PM–5PM

3 hours

Literacenter, Swiss Family Roombinson

Enter at 651 W. Lake Street

Recommended for grades pre-k–8th

Engaging families in meaningful ways can be one of the hardest hurdles for a classroom teacher. We have so many things on our plates, making family engagement seem daunting. You CAN increase parent participation and buy-in to your classroom instruction and their child's at home practice without a headache. This home-school connection is essential for student learning and motivation. Monthly Family Night, Unit Celebrations, Publishing Parties, Class DOJO Stories and a simple class website are just a few of the very successful strategies that can be used to bring families into the classroom.

Through this workshop, teachers will learn ways to engage families in the classroom and their child's learning. Teachers will learn how to create their own class website using Google Sites, how to set up an Instagram-esque Class DOJO story, and how to plan and implement unit celebrations, publishing parties, family nights, and more!

BRING: You will need your computer or tablet to create a classroom website.

Rachel Sweeney – First Grade Teacher, Moos Elementary, CPS; Reading Specialist; National Board Certified Teacher; CPS Office of Literacy teacher-facilitator; former Summer Institute presenter and facilitator, WITS Study Group coach, WITS Study Group Member, and Rochelle Lee Teacher Awardee

W10

Primary Literacy Block Extravaganza!

Monday, July 16th & Tuesday, July 17th

9AM–12PM

2 Days, 6 hours

Literacenter, Swiss Family Roombinson

Recommended for grades pre-k–2nd

Do you teach early elementary students and struggle when it comes to having a coherent, effective Literacy block? Do you feel like you have too much to do and too little time? With so many components, rules, systems, and curriculums, it can be hard to feel like you have a handle on good instruction. If you've got questions about how to fit it all in AND how to make sure your students are reaching their reading growth targets, this workshop is for you.

This workshop will help early elementary teachers deepen their knowledge around Balanced Literacy, Guided Reading, and how to most effectively structure a literacy block. Participants will examine their current literacy practice and set professional growth goals. Then, educators will collaborate to discuss and plan for how to achieve those goals. Day One will focus on the ins and outs of how to implement Guided Reading with fidelity in a primary classroom, including how to use Guided Reading with pre-readers. Day Two will look at scheduling, behavior management, centers, word work, and the other components that make up a strong early education classroom's balanced literacy practice.

BRING: Materials that you use to plan literacy instruction: notebook, pens, a laptop, etc.

Ebony Wrenn – Assistant Principal, Moving Everest Charter School, CPS; former WITS Teacher Workshop presenter, WITS Study Group Leader, and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W11

Individual Reading Conferences: Making the Most of Valuable Instructional Time

Monday, July 16th

1PM–4PM

3 hours

Literacenter, The Island of Dr. MoRoom

Recommended for grades 3rd–8th

Do your students struggle to get into “the zone” during independent reading and have the stamina to read quietly for at least 20 minutes a day? Great job! Now, you’re ready to take this valuable daily practice to another level and make it even more beneficial by conducting brief and regular conferences with your students.

In this workshop, participants will learn new ideas about how to conduct meaningful conferences using a simple structure that allows you to gather information, compliment students to reinforce positive reading behaviors, and provide specific instructions that will transform your students into self-aware readers. You will watch videos of conferences in action, as well as have time to practice strategies during this workshop. In addition, you will learn helpful tips for organizing notes and scheduling conferences consistently so that your students come to crave this special time for much needed individualized attention.

Christine Cummings – Fourth Grade Teacher, Corkery Elementary, CPS; Reading Specialist and Multiple Tiered Systems of Support (MTSS) coach; former Summer Institute presenter, WITS Study Group Member, and Rochelle Lee Teacher Awardee

W12

Dynamic Read Alouds Across the Curriculum

Tuesday, July 17th

1PM–4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades pre-k–8th

When was the last time you were read aloud to? Reading books aloud to students can be a wonderful learning experience when everyone is engaged, answering questions, connecting to the characters, and building community while learning to read. What could be better? Some days, read alouds can be a disaster where no one listens, things get loud and crazy.

Read alouds can serve as a cornerstone of high-quality literacy instruction. They can be a place of calm, focused learning, and moments of peace and joy in a otherwise hectic day. This can be done by utilizing interactive read alouds that are built on a solid foundation of respectful routines, educators can create vibrant communities of readers where all learners are encouraged, and everyone has a place. Interactive read alouds offer space across the curriculum to engage students in complex concepts, enjoy each others’ company, and read great books.

This workshop will cover routines and procedures needed to conduct high quality read alouds, go over lesson planning strategies for impactful whole group learning, discuss and practice book selection, as well as share techniques for having read alouds across the grade levels and content areas. Teachers will receive planning resources, book lists, and scheduling tips while having time to peruse new culturally-relevant children’s literature, plan a read aloud, and practice in small groups. Through discussion and problem solving, all teachers will leave with renewed interest and skills to be better able to bring read alouds to life.

Mia Valdez Quellhorst - Director of Teacher Programs and the Rochelle Lee Teacher Award, WITS; former kindergarten teacher, Instructional Leader and coach, CPS and Concept Schools; WITS Study Group coach and Remaining Readers Book Club facilitator; former WITS Study Group Leader and Member, Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W13

Reading Workshop: Instant Balanced Literacy

Wednesday, July 18th & Thursday, July 19th
9AM—12PM 2 day, 6 hours
Literacenter, The Island of Dr. MoRoom

Recommended for grades pre-k—5th

Have you been dying to attend Lucy Calkins' Reading Workshop training in New York but don't have \$1,000 lying around? Have you heard about Reading Workshop but don't know how it works? Or, have you been reading about Reading Workshop but need some example of it in action before you feel comfortable applying it to your classroom instruction? Well, we are no Lucy Calkins, but we went to her New York training and implemented it in our classrooms, and we would love to share it with you!

Reading Workshop is a great structure for teaching reading that ensures you have balanced literacy instruction in your classroom. Rachel follows the Workshop Model more closely with kindergarten through 3rd grade, while Christine specializes in using the model in 4th and 5th grade.

Participants will learn about the components of Reading Workshop, have time to plan their week to include all of the components of Balanced Literacy, as well as go in-depth with each part. We will learn the structure of a mini-lesson, conference, and Guided Reading or strategy group lesson, watch models, and plan lessons independently. Join us to solve the mystery of how to "fit it all in." This workshop is designed for BOTH primary and intermediary teachers who are looking to improve their current literacy instructional practices to more closely follow the literacy workshop model of teaching.

Christine Cummings – Fourth Grade Teacher, Corkery Elementary, CPS; Reading Specialist and Multiple Tiered Systems of Support (MTSS) coach; former Summer Institute presenter, WITS Study Group Member, and Rochelle Lee Teacher Awardee

Rachel Sweeney - First Grade Teacher, Moos Elementary, CPS; Reading Specialist; National Board Certified Teacher; CPS Office of Literacy teacher-facilitator; former Summer Institute presenter and facilitator, WITS Study Group coach, WITS Study Group Member, and Rochelle Lee Teacher Awardee

W14

Poetry Palooza

Saturday, July 21st
2PM—5PM 3 hours
Literacenter, Swiss Family Robinson
Enter at 651 W. Lake Street
Recommended for grades 1st—5th

When planning engaging literacy units, do you often forget to include poetry? Do you only teach poetry during Poetry Month? Do you have a slight distaste for reading and teaching poetry? Well then, this workshop is for you! If you'll give poetry a chance, both as a reader and a teacher, you will find that can be a fun, creative way to teach literacy.

In this workshop, teachers will hear and read poetry that appeals to students, and think of ways to develop a love of poetry through different classroom activities. Educators will review a wide array of interesting, age-appropriate poetry, analyze poetry, and learn strategies to teach students to analyze poetry as well. Teachers will also use mentor poems to try their hand at writing some poetry of their own. Join us for a dive in to poetry with plenty of time to plan instruction and discuss poems with your peers.

Karyn Keenan – Third Grade Teacher, Crow Island Elementary School, Winnetka, IL; National Board Certified Teacher; National Louis University Adjunct Professor; former Summer Institute presenter and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W15

Collaboration and Co-Teaching

Monday, July 23rd

9AM–12PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades pre-k–8th

In this workshop, general education and special education/ diverse learners' teachers will learn how to better collaborate and co-teach with educators to support the learning of all students. Using research-based methods from Paula Kluth, participants will learn about inclusive practices to help plan for, and include, diverse learners regardless of limitations or attainment levels within a general education classroom. Educators will learn ways to collaborate with others to plan for not only a student's IEP needs but also accommodations and modifications to support students in accessing grade level literacy content. Teachers will develop tools for their toolkit so that they can more effectively plan for, and meet all learners' needs, include meeting IEP goals.

By learning to work together, we ensure that our students get the best instruction we can provide. Teachers will leave this workshop better able to track student progress, measure growth, plan for next instructional steps, and incorporate tips and tricks so that they can work more closely with fellow teachers to ensure that all students are successful.

Jessica Uzoh – Learning and Behavior Specialist, New Field Primary Elementary School, CPS; WITS Study Group coach; former Summer Institute presenter and facilitator, WITS Study Group Member, and Rochelle Lee Teacher Awardee

W16

Meeting the Needs of Struggling Readers

Monday, July 23rd & Tuesday, July 24th

1PM–4PM

2 days, 6 hours

Literacenter, Swiss Family Roombinson

Recommended for grades 3rd–8th

Are you struggling to help your struggling readers? It may be because you have not identified their strengths and needs as a reader. In this workshop, you will learn about the skills students must have to read well and how to assess these skills to identify their strengths and needs as a reader.

We will begin by learning about the elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We will learn specific assessment strategies to target each skill, and how to interpret the data to identify strengths and needs, which is especially helpful for the RTI or MTSS process. We will discuss implications for classroom instruction so that teacher can better provide differentiated instruction to meet the needs of all their readers, struggling or not.

Christine Cummings - Fourth Grade Teacher, Corkery Elementary, CPS; Reading Specialist and Multiple Tiered Systems of Support (MTSS) coach; former Summer Institute facilitator, WITS Study Group Member, and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W17

Environmental Education Tools for the Classroom

Tuesday, July 24th

9AM–12PM

3 hours

Literacenter, WutheRoom Heights

Recommended for grades pre-k–8th

There are an overwhelming number of environmental problems occurring in our world today, everything from climate change, habitat destruction, pollution, and so much more. Each of these problems affects people and other species with whom we share the planet. Learn about ways to teach about this interconnectedness of our world through human education that empowers students to create solutions for a more just and sustainable future. This workshop will provide lessons and activities for incorporating environmental education into your everyday instruction and curriculum. If you have been looking for ways to incorporate social justice, science, and social-emotional learning into your standard literacy block, this workshop is for you.

This workshop will contain three sections, each focusing on a specific grade band and all activities can be modified to meet the needs of a variety of classroom settings. The k-2nd section will focus on fostering a sense of reverence for the natural world and providing students with tangible examples of how environmental problems affect people and animals. The 3rd – 5th grade portion of the workshop will demonstrate how wildlife are affected by human activity such as climate change, deforestation, and pollution. The 6th-8th grade portion will focus on consumerism and the intersection between environmentalism and social justice. Teachers will walk away with lessons, activities, materials, and strategies to teach about environmental ethics for any age range.

Mickey Kudia - Chicago Program Manager, H.E.A.R.T.; Human Education Advocates Reaching Teachers; former Summer Institute presenter

W18

Developing Nonfiction Literacy Units

Wednesday, July 25th

9AM–12PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades 2nd–5th

How many hours a week do you devote, on average, to teaching fiction literacy units? In many CPS classrooms, nonfiction literacy skills are often overlooked. This is a shame since the majority of written material students will need to read once they are out of school is nonfiction and informative in nature.

This workshop will provide opportunities for teachers to develop, or refine, a nonfiction or informative writing and reading unit. First, we will look at best practices in teaching nonfiction and informational literacy units. Then, we will analyze the applicable Common Core State Standards as well as a wide variety of available resources for instruction. Finally, participants will develop their own nonfiction literacy unit, including time to read, research, write, discuss, and present to the group. Educators will also discuss the CPS REACH teacher assessment framework and how to develop nonfiction instruction that builds student independence.

BRING: If you have the beginnings of a nonfiction literacy unit, bring those plans, outlines, or materials. Please also bring whatever it is that you prefer to use for planning: pens, paper, laptop, etc.

Karyn Keenan – Third Grade Teacher, Crow Island Elementary School, Winnetka, IL; National Board Certified Teacher; National Louis University Adjust Professor; former Summer Institute presenter and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W19

Building Differentiation and Progress Monitoring into Everyday Literacy Instruction

Wednesday, July 25th

5PM–8PM

3 hours

Literacenter, Swiss Family Robinson

Recommended for grades Pre-k–5th

Within the last five years, CPS has been moving toward a more inclusive teaching model. However, at this time, there are not a lot of useful professional development workshops that support both general-ed and special-ed teachers in building an inclusive classroom where teachers share the instructional responsibilities for all students. CPS is also simultaneously requiring MTSS and data tracking of schools and teachers, but not providing the training or personnel resources to support this time-consuming work. This workshop will address some of these issues and give teachers useful tools to take into the classroom on day one.

This workshop will be in two blocks. The first block will be aimed toward inclusive and differentiated practice for literacy instruction, specifically how to implement word work using the Words their Way curriculum, guided reading groups, book club strategies, and strategic/fluid groupings. The second block will focus on how to progress monitor and track student data for MTSS, IEP, or other referral and data tracking purposes. Teacher-made and teacher-tested tools and how to use them will be provided during the session. This workshop is ideal for educators that work in a co-teaching setting and want to better meet the needs of all students. It is also appropriate for special education teachers who are looking for new tips and tricks to help create inclusive learning environments.

Vy Nguyen – Special Education Inclusion Teacher, k-8th, Brentano Math and Science Academy, CPS; current WITS Study Group Member, and Rochelle Lee Teacher Awardee

W20

Successful Independent Reading for All

Thursday, July 26th

9AM–12PM

3 hours

Literacenter, WutheRoom Heights

Recommended for grades Kindergarten–6th

This workshop will support teachers with strategies to make Independent Reading more successful for all learners. Using Richard Allington’s research on struggling readers as a guideline, as well as Jennifer Serravello’s Reading Strategies book as a road map, teachers will be able to think through various ways to get students reading more at their independent reading level. Strategies and suggestions will be offered to support diverse learners to use during independent reading time, read alouds, and when accessing the classroom library.

Participants will learn: ways to include and support diverse learners throughout the day, including independent reading, how to plan a strategy group for struggling readers, ways to promote student ownership and accountability during independent reading time, and the hierarchy of talking and thinking to support students during read alouds. Teachers will have an opportunity to plan for the upcoming school year by thinking about supports that will make all learners – diverse, struggling, on target, or advanced – passionate about independent reading.

Jessica Uzoh - Learning and Behavior Specialist, New Field Primary Elementary School, CPS; WITS Study Group coach; former Summer Institute presenter and facilitator, WITS Study Group Member, and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W21

Literacy and Social-Emotional Learning

Monday, July 30th & Wednesday, August 1st
1PM—4PM 2 days, 6 hours
Literacenter, Swiss Family Roombinson

Recommended for grades pre-k—2nd

Do you find yourself struggling to meet the social and emotional needs of your students while simultaneously working to increase their literacy skills? Do you know that there is more you could be doing to aid in your students' overall development but don't know where to start? Then this workshop is for you.

This workshop will provide educators of kindergarten through second grade students with research-based strategies for teaching reading, with a focus on methods to enhance social-emotional learning. We know that teachers are the single most influential factor in a student's academic success. In this workshop, teachers will be empowered to tap into their own social-emotional strengths so that they can use their talents and skills to foster SEL development in their students. Strategies will be taught to empower students to develop their social-emotional vocabulary through direct literacy instruction, dramatic play, improvisation, readers' theater, shared reading, independent reading, buddy reading and more.

Day 1 will focus on identifying the social-emotional needs of the students we work with and considering our own strengths as teachers to help students strengthen these skills.

Day 2 will focus on mentor texts and literacy strategies for empowering teachers to foster social-emotional learning. This workshop is best suited for primary teachers who are ready to learn more about ways to empower their students to learn social-emotional skills through literacy.

Lindsay Demaray – Second Grade Teacher, STEM Magnet Academy, CPS; former Summer Institute facilitator; current WITS Study Group Member and Rochelle Lee Teacher Awardee

W22

Science, Literacy, Action!

Saturday, August 4th
9AM—12PM 3 hours
Literacenter, Swiss Family Roombinson
Enter at 651 W. Lake Street
Recommended for grades kindergarten—8th

Science is all around us! This is why it is so important to increase our students' scientific literacy skills.

In this workshop, you will learn how to use literature to develop student critical thinking in science and STEM, how to incorporate the Next Generation Science Standards into interdisciplinary units, and how to facilitate scientific inquiry in your classroom. You will experience hands-on, minds-on lessons that you can bring back to your classrooms.

Laura Gluckman - Sixth grade science and writing teacher, Sawyer Elementary, CPS; WITS Study Group coach; former Summer Institute presenter and facilitator, WITS Study Group Leader, Study Group Member, Remaining Readers Book Club facilitator, and Rochelle Lee Teacher Awardee

Michelle T. Chavez - 6th grade science teacher, Sawyer Elementary, CPS; WITS Study Group Member; Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W23

Small Group Instruction: It's Not Just Guided Reading Anymore

Monday, August 6th

9AM—12PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades pre-k—6th

Many people believe that small group instruction can only be done through Guided Reading; it's ONE way but not the only way! Learn how to group your students and plan for small group instruction without all of the headaches. Small group instruction can be done as Guided Reading, strategy groups, conferring, and book clubs. I use these methods in my classroom with success and will help you determine which methods are best for your students and their needs.

Through this workshop, you will learn four methods for small group instruction: Guided Reading, strategy groupings, book clubs, and conferring. You will receive sample lesson plans for each and watch videos modeling each type. We will discuss the purpose behind each type of small group instruction, learn the architecture of each type of lesson, the materials needed, and how to plan for each type of group. This workshop will help to take the guesswork out of planning your small groups and help you to increase student growth by effectively leveraging small group instruction to meet your students' needs.

Rachel Sweeney - First Grade Teacher, Moos Elementary, CPS; Reading Specialist; National Board-Certified Teacher; CPS Office of Literacy teacher-facilitator; former Summer Institute facilitator, WITS Study Group coach, WITS Study Group Member, and Rochelle Lee Teacher Awardee

W24

Building Mathematical Knowledge through Literature

Tuesday, August 7th

9AM—12PM

3 hours

Literacenter, WutheRoom Heights

Recommended for grades 3rd—5th

Are you looking for ways to incorporate authentic literature into all areas of your teaching, even math? Do you want students to be excited about mathematical concepts? Do you want to be as excited to teach math as you are to teach literacy? Then this workshop is for you!

Teachers will learn how to integrate literature into their math content area. Literature can motivate students by stimulating their imaginations in ways that textbooks and workbook cannot. Many of the aspects of literacy and math require the development of many of the same processes: classifying, recognizing patterns, solving problems, and analyzing relationships. Various forms of mathematical literature will be explored and examined. There will be time for participants to collaborate, plan activities, and research appropriate texts for math Common Core State Standards-aligned math units.

Theresa Quitshaw - Sixth Grade Mathematics Teacher, McAuliffe Elementary, CPS; former Summer Institute facilitator, Remaining Readers Book Club facilitator, and Rochelle Lee Awardee

ELECTIVE WORKSHOPS

W25

Write, Write, Write!

Thursday, August 9th

9AM–12PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades pre-k–5th

Writing is a subject that often gets crammed into other areas of our school day, separate from the literacy block and often disconnected from the authentic reading students are doing.

This workshop will focus on ways to connect writing and reading. Teachers will learn about the power of readers' notebooks, writing prompts, developmentally appropriate writing conferences, strategies to help struggling or reluctant readers, and tips and tricks to organize and integrate your literacy block.

Using Jennifer Serravello's Writing Strategies, participants will learn about how the continuum of writing develops and how this mirrors the continuum of reading development. Teachers will learn specific strategies to teach students individually as writers-about-reading as well as ways to improve their writing abilities in the content areas. Teachers will also learn briefly about Words Their Way phonics system and how this can be incorporated to support students' writing proficiency and development.

Jessica Uzoh – Learning and Behavior Specialist, North Field Primary Elementary School, CPS; WITS Study Group coach; former Summer Institute presenter and facilitator, WITS Study Group Member, and Rochelle Lee Teacher Awardee

Working in the Schools (WITS) sets students on a trajectory for success by building critical literacy skills and developing positive self-identity through teacher led professional development and volunteer powered mentorship programs.

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