

2019

THE ROCHELLE LEE
TEACHER AWARD

SUMMER INSTITUTE



wits
working in the schools



Working in the Schools (WITS)
641 W. Lake Street, Suite 200
Chicago, IL 60661

www.witschicago.org
312-269-4514

LETTER FROM THE CEO

Congratulations! WITS is pleased to welcome you, the 31st cohort of Rochelle Lee Teacher Awardees, to the WITS 2019 Summer Institute.

WITS believes in creating opportunities for every student in Chicago to be literate. 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 students.

WITS was founded in 1991 by Joanne Alter and Marion Stone, who recognized an overwhelming need for reader support in the Cabrini Green neighborhood schools. Working closely with teachers and administrators to read one-on-one with students, WITS grew from a handful of committed volunteers to become the largest cohort of volunteers working in Chicago Public Schools. The Rochelle Lee Teacher Award (RLTA) was founded in 1988 by a group of visionary parents and colleagues to commemorate the retirement of Rochelle Lee, an inspirational teacher and librarian. The philosophy of RLTA is to create language-rich, book-filled classrooms where children are immersed in reading, writing, listening, and discussing throughout the day; while working at the school level with teams of teachers and administrators to build sustainable literacy leaders. The Rochelle Lee Teacher Award joined the WITS family of programs in 2015. Today, WITS is in 92 schools, working with 324 teachers bringing 1,500 volunteers to work with over 5,000 students.

This is your WITS 2019 Summer Institute Professional Development Catalog. All workshops have been designed to promote and develop teachers' understanding, knowledge, and best practices in literacy instruction across the curriculum. Please read this catalog in its entirety to learn about your requirements to qualify for classroom library grants. Please register for all workshops online at <https://witschicago.org/rlta-summer-institute> by June 14, 2019 to ensure your spot in your preferred workshops.

Upcoming events to celebrate your award: **WITS Annual Meeting**, Wednesday, June 26th, from 5-7 pm at Jenner and Block, 353 N. Clark and the **RLTA Welcome Reception**, Friday, June 28th, 5-7 pm at the Literacenter, 641 W. Lake street. Invitations to follow.

Again, congratulations! We're looking forward to working with you this summer and throughout the 2019-2020 school year.

Sincerely,



Tena Kunik
Chief Executive Officer

Building Communities. Empowering Readers.

TABLE OF CONTENTS

LOCATION

LOCATION	4
POLICIES	5
PROGRAM REQUIREMENTS	4
PD CALENDAR	7
REQUIRED WORKSHOPS	8
ELECTIVE WORKSHOPS.....	10



**PARTICIPATING IN
THE ROCHELLE LEE
TEACHER AWARD
HELPED TO NURTURE
MY TEACHER-
LEADERSHIP IN THE
EARLY STAGES OF MY
TEACHING CAREER.**

Christine C.,
Rochelle Lee Teacher Awardee



LITERACENTER

The Literacenter

The Literacenter is located at 641 W. Lake Street in the West Loop neighborhood at the intersection of Lake and Desplaines. The Literacenter is home to the Chicago Literacy Alliance, a co-working space that houses over 120 of Chicago’s literacy nonprofits. The building entrance is on Lake Street where you will take the elevator to the second floor. Plan to include travel time and time to secure parking. **You will not be admitted into workshops late because of transit, commuting, or parking issues.** Check-in begins 30 minutes before the stated start-time of the workshop.

Parking

There is metered street parking on most surrounding streets, as well as pay lots on Wayman and Union (directly behind Carnivale), as well as on Jefferson and Fulton. There is also paid, metered parking on 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)
- CTA trains (Clinton stop, Green and Pink lines)
- CTA 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 <https://witschicago.org/rlta-summer-institute> by June 14, 2019. 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 224-699-4305) immediately if you are unable to attend a workshop or to make changes to your registration.
- Registration closes for each 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 when this is possible.
- If you are struggling to schedule a required workshop due to other commitments, contact Mia Valdez Quellhorst (miav@witschicago.org or 224-836-0875).
- 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.

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.**
- Credit for workshop hours will be given only 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 (ISBE) forms will be provided after participants complete workshop evaluations for ISBE as well as WITS. Please sign-in and out of all workshops to receive credit.
- Children are not allowed in workshops as participants are expected to fully engage in the learning. 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 a snack, water bottle, sweater or jacket, and notetaking materials to all workshops.



PROGRAM REQUIREMENTS

Workshop Requirements

- Some workshops may ask 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 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. 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 *The Guardians* by Ana Castillo in its entirety prior to the workshop. You will receive a copy of the book from WITS. 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 a classroom library grant, 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.
- **Your classroom library grant must be spent on or by September 13, 2019.** You will receive an email from WITS with book ordering instructions once you have completed your requirements. If you have questions regarding book ordering eligibility or issues placing your order, please contact Daphne Robinson 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, 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 hours. To receive credit for your time, be sure to sign in and out of the review library log, located onsite.

To be eligible for a classroom library grant, awardees must complete their Summer Institute requirements. There are several different types of awardees with each type having its own set of requirements.

	New Individual	Returning Individual	New Study Group Member and New to RLTA	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
						1
			5	6	7	8
			12	13	14	15
16	17	18	20	21	22	23
23/30	24	25	26	27	28	29 ● RLTAO 1

July						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	● SGMO 1 ● RLTAO2 ● W 1	8 ● W 2 ● BRI 1.1	9 ● W 3	10 ● BRI 1.2	11	12 ● BRI 2.1 ● RLTAO 3 ● RLTAO 4
14	● BRI 3.1	15 ● W 4 ● SGMO 2	16 ● W 5.1 ● BRI 3.2	17 ● W 6 ● W 7 ● W 5.2 ● RLTAO 5	18	19 ● BRI 2.2 ● SGMO 3 ● SGLT 1
21	● W 8	22 ● BRI 4.1	23 ● W 9	24 ● W 10 ● W 11 ● BRI 4.2	25	26 ● W 12 ● W 13
28	● W 14.1 ● W 15	29 ● W 14.2 ● BRI 5.1	30 ● W 16 ● W 17	31		

August						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				● BRI 5.2 ● W 18	1	2
4	● W 19.1	5 ● W 20 ● W 21.1	6 ● W 19.2	7 ● W 21.2 ● SGLT 2 ● SGMO 4	8	9
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)

BRI is a two-day institute which is required for first year awardees. Serving as an introduction to the Rochelle Lee Teacher Award, this workshop explores one's self as a reader through an in-depth discussion of *The Guardians* by Ana Castillo. A free 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 *The Guardians* in its entirety prior to the workshop and should bring the book to all sessions.

Rochelle Lee Teacher Award Orientation (RLTAO)

RLTAO is required for all new awardees. It will explore literacy best practices encouraged by WITS, including professional goal setting, self-assessment, read alouds, independent reading, and implementing accessible classroom libraries.

Register for one of the BRI sessions below

- **BRI 1**
Tuesday, July 9th & Thursday, July 11th
9am – 1pm
Literacenter, Swiss Family Roombinson
- **BRI 2**
Saturday, July 13th & Saturday, July 20th
9am – 1pm
Literacenter, Room on Mango Street
Enter at 651 W. Lake Street
- **BRI 3**
Monday, July 15th & Wednesday, July 17th
2pm – 6pm
Literacenter, Swiss Family Roombinson
- **BRI 4**
Tuesday, July 23rd & Thursday, July 25th
2pm – 6pm
Literacenter, Swiss Family Roombinson
- **BRI 5**
Tuesday, July 30th & Thursday, August 1st
4pm – 8pm
Literacenter, Swiss Family Roombinson

Register for one of the RLTAO sessions below

- **RLTAO 1**
Saturday, June 29th
9am – 12pm
Literacenter, Swiss Family Roombinson
Enter at 651 W. Lake Street
- **RLTAO 2**
Monday, July 8th
1pm – 4pm
Literacenter, Swiss Family Roombinson
- **RLTAO 3**
Saturday, July 13th
9am – 12pm
Literacenter, Roombinson Crusoe
Enter at 651 W. Lake Street
- **RLTAO 4**
Saturday, July 13th
1pm – 4pm
Literacenter, Roombinson Crusoe
Enter at 651 W. Lake Street
- **RLTAO 5**
Thursday, July 18th
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 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 is possible.

Register for one of the SGMO sessions below

- **SGMO 1**
Monday, July 8th
9am – 12pm
Literacenter, Swiss Family Roombinson
- **SGMO 2**
Tuesday, July 16th
5pm – 8pm
Literacenter, Swiss Family Roombinson
- **SGMO 3**
Saturday, July 20th
1pm – 4pm
Literacenter, Roombinson Crusoe
Enter at 651 W. Lake Street
- **SGMO 4**
Thursday, August 8th
5pm – 8pm
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 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 with one other study group member. Email Daphne Robinson (daphner@witschicago.org) to register a study group member.

Register for one of the SGLT sessions below

- **SGLT 1**
Saturday, July 20th
1pm – 3pm
Literacenter, Roombinson Crusoe
Enter at 651 W. Lake Street
- **SGLT 2**
Thursday, August 8th
1pm – 3pm
Literacenter, Swiss Family Roombinson

ELECTIVE WORKSHOPS

W1

Read Alouds Throughout the Year: Planning for Questioning and Discussion

Monday, July 8th

9AM—12PM

3 hours

Literacenter, Roombinson Crusoe

Recommended for grades preK – 8th

Teachers will have the opportunity to plan a simple scope and sequence for read alouds throughout the school year using texts from their classroom library or the WITS Rochelle Lee Review Library. In this workshop, teachers will plan intentional questions and discussion for the students using the read aloud texts they've selected for the upcoming year.

This workshop is ideal for teachers who currently use read alouds as part of their balanced literacy curriculum and want to be more intentional about the types of think alouds, turn and talks, questioning, and intentional discussion techniques that they use with students. Teachers will also have an opportunity to map out their read alouds aligned with their literacy curriculum/scope and sequence for the upcoming school year.

BRING: Multiple (2-4) read aloud texts you'd like to use next year, any questioning/discussion protocols currently in use, and an open mind that's ready to collaborate with other teachers.

Jessica Uzoh – Learning and Behavior Specialist, New Field Elementary School, CPS; WITS Study Group coach and Remaining Readers Book Club facilitator; former Summer Institute presenter and facilitator, WITS Study Group member, and Rochelle Lee Teacher Awardee.

W2

Guided Reading Step-by-Step

Tuesday, July 9th

9AM—12PM

3 hours

Literacenter, Roombinson Crusoe

Recommended for grades preK – 2nd

The focus on this workshop is how to effectively implement Guided Reading in the primary (pre-kindergarten to second grade) classroom. 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 *The Next Steps in Guided Reading* by Jan Richardson. This text will arm educators with the instructional strategies needed 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. The workshop is ideal for primary teachers who want to learn about Guided Reading with plans to follow this system for the 2019-2020 school year.

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

ELECTIVE WORKSHOPS

W3

Independent Reading: the Backbone of Primary Literacy

Wednesday, July 10th

1PM–4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK – 2nd

Independent reading serves as the backbone of solid Balanced Literacy instruction, a powerful tool to help students along the path of learning-to-read. However, it is hard to establish and maintain a strong independent reading block in the primary classroom. With 25 - 30 young students in the room, finding the space for focused reading instruction is a daily challenge. Does this ring true? Then this is the workshop for you!

This workshop will go over the basics of independent reading as teachers examine and discuss what independent reading is and why it is important in a primary classroom. Participants will discuss issues and challenges around independent reading and problem solve. Groups of teachers will analyze articles around independent reading and debate whether or not they believe what research says is important and true. Teachers will then start to develop and plan, together, their independent reading block.

The end of the session will focus on mini lessons and conferencing with children. Teachers learn what an effective conference looks like and get examples of different conference sheets. With the remainder of the session, teachers will be able to plan their independent reading block for the upcoming school year.

Teachers will leave the workshop with an understanding of why independent reading is important to Balanced Literacy and some methods on how to best implement it in their block. A library of mini lessons will be shared and added to throughout the session for the next school year. Teachers will receive a packet of possible mini lessons and different methods on making students accountable for their reading

Laura Ross – Kindergarten Teacher at McClellan Elementary, CPS; former WITS Study Group member and Rochelle Lee Teacher Awardee

W4

Words Their Way for Beginners

Tuesday, July 16th

9AM–12PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK – 2nd

In this workshop, Awardees will research and learn 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 are progressing 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 the materials for another word study system 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

W5

Social Emotional Learning and Literacy

Wednesday, July 17th & Thursday, July 18th
1PM–4PM 2 days, 6 hours
Literacenter, Roombinson Crusoe

Recommended for grades kindergarten–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 your students' overall development but don't know where to start? Then this is the workshop 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. In this workshop, teacher 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, buddying reading and more.

Participants will interact with the text *Everyday SEL In Elementary School* by Carla Tantillo Philibert as a reference point for integrating SEL strategies into classroom routines. Concepts covered from the text include regular routines for fostering SEL in the classroom as well as literacy-based SEL activities and strategies. Day One will focus on identifying the social-emotional needs of the students we work with while considering our own strengths as teacher to help students strengthen these skills. Day Two 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 gain SEL skills through literacy.

Lindsay Demaray –Second Grade Teacher, STEM Magnet Academy, CPS; former RLTA Summer Institute presenter and facilitator, WITS Study Group Member, Remaining Readers Book Club facilitator, and Rochelle Lee Teacher Awardee

W6

Teaching About Homelessness both Inside and Outside the Classroom

Thursday, July 18th
9AM – 12PM 3 hours
Literacenter, Swiss Family Roombinson

Recommended for grades preK–8th

According to the Chicago Coalition for the Homeless, there were 17,894 CPS students experiencing homelessness during the 2017-18 school year. This workshop is designed for educators who work with young people experiencing homelessness and/or educators who want to teach their students about the issue of homelessness. It will help teachers to better understand the educational rights of students experiencing homelessness and connect them with resources. Teachers will learn to correct misinformation and provide a deeper understanding of this issue, so that the students can be better advocates for individuals experiencing homelessness and educators can harness students' interest in this topic to teach academic and SEL skills.

During the first part of the workshop, the former manager of the CPS Homeless Education Program (HEP) and founder of Chicago HOPES for Kids, Patricia Rivera, will provide policy information, resources, and best practices for working with children and youth who are experiencing homelessness.

The second part of the workshop, facilitated by HEART Chicago Program Manager, Mickey Kudia, will provide tools and activities for educating students about the issue of homelessness and how to conduct service-learning projects that address this topic. Participants will learn how to facilitate service projects that meet learning objectives while also promoting a deeper understanding of homelessness and its causes so that the project cultivates empathy, perspective-taking, and community building.

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

Patricia Rivera – Former director of the CPS Homeless Education Program (HEP); founder of Chicago HOPES for Kids

ELECTIVE WORKSHOPS

W7

Creating Classroom Libraries with Intention

Thursday, July 18th

1PM–4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK–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 to 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 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 and Member, and Rochelle Lee Teacher Awardee

W8

Collaboration and Co-Teaching

Monday, July 22nd

1PM – 4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK–8th

In this workshop, general education and special education/ diverse learners’ teachers will learn how to better collaborate and co-teach with other 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, including meeting specific IEP goals.

Inclusive teaching means multiple teachers share the teaching and learning space. Through true collaboration and learning to work together, co-teachers ensure that our students get the best instruction possible. 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 we can work more closely with our fellow teachers to ensure success and growth for all learners.

Jessica Uzoh – Learning and Behavior Specialist, New Field Elementary School, CPS; WITS Study Group coach and Remaining Readers Book Club facilitator; former Summer Institute presenter and facilitator, WITS Study Group member, and Rochelle Lee Teacher Awardee.

ELECTIVE WORKSHOPS

W9

Catching Readers Up

Wednesday, July 24th

1PM–4PM

3 hours

Literacenter, Swiss Family Robinson

Recommended for grades preK–8th

Are you an intermediate or middle school teacher who has students performing below grade level in your classroom and you're wondering how to catch them up in reading and writing? Teachers in this workshop will have the opportunity to learn about primary phonics skills as well as early reading and writing strategies to support students where they are. Teachers will have the opportunity to collaborate with other teachers to modify, accommodate, or tweak existing classroom materials and tasks to engage students who are performing below their expected grade level. Teachers will also have the opportunity to further explore the hierarchy of questioning and discussion to help students think within their proximal zone of development and gradually increase their comprehension for reading higher level texts.

This workshop is ideal for intermediate and middle school teachers who have students performing below their expected grade level and are uncertain but willing to help them catch up by giving these students what they need. Teachers will have the opportunity to create (or modify + accommodate) classroom tasks and materials to be more supportive of students who are performing at different grade levels. Opportunities for collaboration within intermediate and middle school grade bands will be available for teachers to share ideas and resources around differentiation in literacy.

BRING: literacy materials or tasks you would like to modify or have questions about, any questioning/discussion protocols currently in use (book club, etc.), and an open mind that's ready to collaborate with other teachers.

Jessica Uzoh – Learning and Behavior Specialist, New Field Elementary School, CPS; WITS Study Group coach and Remaining Readers Book Club facilitator; former Summer Institute presenter and facilitator, WITS Study Group member, and Rochelle Lee Teacher Awardee.

W10

Reading to Learn: Integrating Vocab into Story Time, Routines, and Everyday Moments

Thursday, July 25th

9AM–12PM

3 hours

Literacenter, Robinson Crusoe

Recommended for grades preK–5th

With the importance of children reading by 3rd grade and the pressure on educators and school leaders, many schools and teacher-training programs focus on concrete instruction like phonics, decoding and blending. However, even if students can read the words in front of them, they often lose all meaning if their vocabularies aren't robust enough to keep up, especially as texts become more advanced in later elementary grades. This workshop will go beyond "learning to read" and help you teach your students to "read to learn."

This workshop is for teachers interested in learning and applying an alternative approach to vocabulary instruction – embedded in story time, routines, and everyday moments. Workshop participants will learn strategies for selecting and prioritizing new vocabulary, techniques for vocabulary instruction in school, and strategies for engaging parents in vocabulary instruction and exposure. We will review research about early vocabulary acquisition and discuss the interplay between vocabulary instruction and student voice. Teachers will leave the workshop with tools to support parents and teachers with vocabulary instruction and exposure.

BRING: a copy of your daily schedule including transitions/routines (SY18-19), and one of your favorite children's story books that you have used for a whole class read aloud or would like to use in the coming school year.

Jesse Illhart – Co-founder and Director of Programs, VOCEL; former pre-kindergarten teacher, Casa Central, Humboldt Park, Chicago

ELECTIVE WORKSHOPS

W11

Middle Grades Bootcamp

Thursday, July 25th

1PM—4PM

3 hours

Literacenter, Roombinson Crusoe

Recommended for grades 5th—8th

How do you teach middle-schoolers without losing your mind? Teachers will practice effective leadership and classroom management techniques, Joy-Factor, and coaching students towards a growth-mindset throughout the school year. Teachers will learn about these big picture instructional frameworks and how to use them to improve the entire school day. Teachers will have planning time to determine how these strategies can impact middle school homeroom and literacy instruction.

This workshop is ideal for rookie teachers (and veterans!) who could benefit from modeling and practicing effective teacher-leadership strategies. Participants will leave the workshop with a reorganized classroom management toolbox, engaging growth mindset ideas, shareables, and even some self-care (self-preservation!) strategies in preparation for a new and exciting academic year.

BRING: a laptop computer that you use for planning instruction.

Melissa Oliva – Middle Grades Teacher, McCutcheon Elementary, CPS; Debate Team and Model UN coach, GlobalEd2 & Dialogue for Peace facilitator; former Network 13 Math Teacher Leader and CTU Delegate; Former WITS Study Group Member; current Rochelle Lee Teacher Awardee

W12

Independent Reading Routines in Middle School

Saturday, July 27th

9AM—12PM

3 hours

Literacenter, Roombinson Crusoe

Enter at 651 W. Lake Street

Recommended for grades 5th—8th

Not sure how to make independent reading work in middle school? This workshop is for you! This workshop will provide a variety of techniques to keep middle school students engaged during the literacy block. Teachers will learn ways to hold students accountable for what they read, tips for organizing the classroom library, ideas for increasing student ownership of the classroom and their learning, techniques for varied reading responses, and much more.

This workshop is perfect for teachers who would like to strengthen independent reading practices in a middle school setting. Participants will engage in common planning time and leave with resources to use in the classroom. While this workshop will focus on independent reading, ideas will be shared that can potentially impact the entire literacy block.

Diana Zurawski - 7th and 8th grade language arts teacher, Gallileo Scholastic Academy, CPS; former WITS Study Group Leader and Member, Summer Institute presenter and facilitator, Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W13

Social-Emotional Learning, Literacy, and Mindfulness with Radiant Mind

Saturday, July 27th

1PM—4PM

3 hours

Literacenter, Roombinson Crusoe

Enter at 651 W. Lake Street

Recommended for grades preK—8th

This workshop will support teachers' critical self-awareness so that they may read and understand our students' needs with greater clarity. In this workshop, participants will learn a set of tools for developing their own social-emotional competencies and related mindfulness skills that can be practiced in their personal and professional lives.

This training will help teachers develop a greater capacity to serve others from a place of compassion and curiosity while building the necessary resiliency to meet the ever-evolving demands of this profession. Drawing on essential research from educational psychology, neuroscience, and social-emotional development, teachers will receive an introduction into mindfulness and social-emotional learning (SEL), and how they can more fully live out their calling and develop their innate capacity for creating positive learning environments.

We will explore how to bring SEL and Mindfulness practices into daily classroom routines - ie. developing students (emotional) literacy skills, executive functioning skills, stress-management, self-regulation techniques, mindful communication, metacognitive writing activities, and community building activities. To ensure a fun, engaging, and informative PD this workshop will combine presentation, personal writing and reflection, small group work, the practice of formal and informal mindfulness skills, and discussion/practice of applying SEL and mindfulness skills to their classroom and personal lives.

BRING: a lesson plan that you would like to enhance with SEL and/or mindfulness techniques. Above all, please bring an openness to investigate how to develop our collective emotional literacy so that we and our students are empowered to be active authors of our lives.

Josh Kettell – Educator and consultant with diverse K-12 experience in Chicago and internationally; founder, Radiant Mind

W14

G Suite in the Writers' Workshop

Monday, July 29th & Tuesday, July 30th

9am – 12pm

2 days, 6 hours

Literacenter, Swiss Family Roombinson

Recommended for grades 3rd—8th

Technology has radically transformed what long-form writing and literacy looks like, and teachers are looking for ways to adapt. 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. We 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 authentic writing assignments and assessments.

This has been an incredibly popular workshop for years with WITS and many teachers have asked for time to incorporate their brand new knowledge into their lessons or units. We listened! Additional content has been added, and collaborative time is now built in. From the pre-writing stage to drafting and editing, to the myriad ways to publish, workshop participants will learn how to incorporate G Suite tools into their workshop model of teaching writing. Teachers will walk away with authentic digital documents that can be personalized for immediate classroom use.

Day One will focus on all things Google, with time to learn and play with various tools. Day Two will include time for clarifying questions, and time to work with grade-band and content level teachers to build the tools and templates into your units in a meaningful way.

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

Sean Eichenser – Eighth Grade English/Language Arts teacher, Smyser Elementary, CPS; Google Level 1 and Level 2 Certified Educator and Google Trainer; Apple Teacher; former Summer Institute presenter, WITS Study Group Member, and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W15

Building Writers Using Authentic Tasks and Audiences

Monday, July 29th

1PM–4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK–8th

Starting with the WHY, this workshop will share research that shows we should give our students authentic tasks, resulting in having our students write authentic texts, as well as share them with authentic audiences. We will explore what makes an authentic task and an authentic audience. Next, resources for tasks and ways to share student writing will be shared. Workshop attendees will have time to review their current practices and see how they can add authenticity to the writing tasks in their class, as well as give their students platforms to share their writing. Participants will learn the value of authentic tasks, the value of authentic audiences, and tools for sharing student writing

Information will be presented as lecture and presentation, with time for group work to explore authenticity and how to make current tasks more authentic. Teachers will also engage in an exploration of apps/sites to share student writing.

This workshop is designed for teachers who are looking to increase the relevancy of their writing workshop. Students are motivated by authentic tasks and sharing their writing with authentic audiences. Because teachers will learn how to bring authenticity into their classrooms, students will be provided with increased motivation with their writing. There is research that students write of a higher quality and grammatical accuracy when writing for an authentic audience.

BRING: your writing curriculum and/or writing tasks your students have completed in the past.

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

W16

Interdisciplinary Units

Wednesday, July 31st

1PM–4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK–8th

Do you find yourself struggling to ‘squeeze in’ science and social studies content? Do you feel strongest as a literacy teacher and sometimes feel out of your element when teaching in certain content areas? This workshop will cover the principals of interdisciplinary unit design, backwards planning, and how to use the workshop model to make you teaching glow. Participants will design a thematic scope and sequence for the upcoming year and begin to plan integrated social science and literacy units.

This workshop is best suited for teachers who have a basic grasp on the balanced literacy block but find science and social studies lessons often delegated to the backburner. We will create a basic scope and sequence, looking for ways to grow and plan across content areas. By using the workshop model and nonfiction texts as anchors, teachers can use many of their literacy teaching skills to increase content-area learning throughout the day.

BRING: the literacy scope and sequence you plan to use in the 2019 -2020 school year, a laptop or tablet, and a willingness to find areas of cross-curricular synergy.

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 and Member, Remaining Readers Book Club facilitator and Rochelle Lee Teacher Awardee

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, Member, and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W17

Building Mathematical Knowledge through Literature

Wednesday, July 31st

5PM–8PM

3 hours

Literacenter, Swiss Family Robinson

Recommended for grades preK–8th

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 is the workshop for you!

Teacher will learn how to integrate literature into their math content area. Literature can motivate students by stimulating their imaginations in ways that textbooks and workbooks 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 creating math Common Core State Standards-aligned math units.

Theresa Quitshaw – Seventh Grade Mathematics Teacher, McAuliffe Elementary, CPS; former Summer Institute presenter and facilitator, Remaining Readers Books Club facilitator, WITS Study Group Member, and Rochelle Lee Teacher Awardee

W18

Building Compassionate Communities

Thursday, August 1st

5PM–8PM

3 hours

Literacenter, Robinson Crusoe

Recommended for grades preK–8th

Building community in the classroom by teaching important social and emotional skills has been shown to improve students' motivation to learn. Students are more likely to succeed academically in an environment where they feel safe and supported. Participants will learn lessons that connect academic skills to real world social justice, animal protection, and environmental issues. Connecting learning to real world issues is a proven strategy for helping to motivate and engage students.

The workshop is divided into the two sections. The first part will focus on social and emotional tools for building community inside the classroom. This will include tools for facilitating Community Circles and discussion questions that help students to better understand their classmates. It will also include participants learning about STEP, a method for teaching students how to address conflict in healthy and productive ways.

The second part of the workshop will focus on resources that teach young people how to contribute to their community outside of the classroom. This will include lessons and materials for teaching about social justice, animal protection, and environmental issues that affect their local and global community. This will feature HEART's standards-aligned lessons on the topics of water scarcity, child labor, and endangered species.

Through this workshop, teachers will learn tools for teaching students to connect with their classmates. These social and emotional skills will benefit the students in their professional lives as well as their personal lives.

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

ELECTIVE WORKSHOPS

W19

Curious Minds Inquire!

Monday, August 5th

1PM—4PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK—8th

This workshop is perfect for teachers who want to tap into their students' natural curiosity to enhance their shared learning experience. We believe that learning is experiential and social. We will demonstrate inquiry-based instruction as workshop participants will engage in inquiry groups to explore mini topics. We will model organizing for small collaborative groups, developing questions for research, strategic approaches to comprehending and synthesizing information across multiple resources. The research projects will conclude with opportunities to share our learning.

This workshop is grounded in the principles and models of inquiry. Teachers will engage in the use of multiple texts to explore a topic, learn strategies to support understanding and synthesis of information, and develop a variety of ways to share learning.

Teachers will learn to design an active literacy classroom that supports small group inquiry-based instruction. They will consider the social skills needed to successfully implement collaborative learning. Participants will learn types of inquiry, how to guide topic selection, how to help students develop questions and find resources, strategies to support comprehension, and ways to share learning as well as avenues for allowing students to take action beyond the classroom. Teachers will also learn how to shift roles from lecturer to facilitator and will examine ways to fit inquiry-based instruction into their schedules. Finally, teachers will learn how to assess student progress within the context of instruction.

BRING: laptops and daily and weekly schedules. Also bring your lists of ideas for content area units and novel studies.

Joyce Jennings – Professor Emerita in Literacy Education, Northeastern Illinois University

Barbara Kent – Retired Principal, Burley Elementary School

W20

Helping English Language Learners Thrive

Tuesday, August 6th

9AM—12PM

3 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK—8th

Come learn strategies for language development and establishing a safe and welcoming classroom environment for your English Language Learners (and all students!) We are excited to share strategies we use to promote biliteracy and multiculturalism at our Dual Language School that you can apply to your monolingual or bilingual classrooms! This workshop is ideal for teachers who have English Language Learners in their class. This workshop will include collaboration, discussion, presentation of resources, and group planning time

Ana Cruz – Third Grade Dual-Language Teacher, Inter-American Elementary, CPS; National Board Certified Teacher; former WITS Study Group Member and Rochelle Lee Teacher Awardee

Eliza Pena – 7th/8th Grade Dual-Language Teacher, Inter-American Elementary, CPS; National Board Certified Teacher; former WITS Study Group Leader and Rochelle Lee Teacher Awardee

ELECTIVE WORKSHOPS

W21

Creating Passionate Readers

Tuesday, August 6th & Thursday, August 8th

1PM–4PM

2 days, 6 hours

Literacenter, Swiss Family Roombinson

Recommended for grades preK–8th

Create a passion for reading in your students! This workshop is grounded in the belief that the volume of reading that a student engages in has the greatest impact on reading achievement. We will focus on developing students' passion for reading through independent reading. Teachers will learn the crucial role they play in engaging students in quality texts, supporting voice and choice, and creating an active literacy environment.

This workshop is designed for teachers who want to enhance their students' independent reading experiences. Teachers will learn how to organize their daily schedules and classroom libraries to invite students to interact with books. Teachers will harness students' natural curiosity to engage in selecting, reading, and responding to texts. Participants will practice conducting brief, effective conferences.

Teachers will learn the importance of being readers themselves; selecting engaging, high-quality texts to meet their students where they are; designing the physical space to support independent reading; organizing the classroom library; incorporating independent reading into the school day; and sharing and celebrating reading. The workshop will include demonstrations, simulations, discussions, and hands-on practice with books and other materials. Students will improve their comprehension skills, enhance their vocabulary, expand background knowledge, respond effectively to a variety of texts, and develop a love of reading.

BRING: laptops or tablets, photos of classroom libraries and seating arrangements, and daily and weekly schedules.

Joyce Jennings – Professor Emerita in Literacy Education, Northeastern Illinois University

Barbara Kent – Retired Principal of Burley Elementary School, former director of Boundless Readers



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.

Working in the Schools (WITS)
641 W. Lake Street, Suite 200
Chicago, IL 60661

www.witschicago.org
312-269-4514