

Teaching's Master Principles



Paul Halupa

Eugene, June 17, 2008
Tuesday, 12:30 p.m.—4:30 p.m.
UO Baker Downtown Center, Room 130

In this half-day event, Paul Halupa will outline his discoveries in education, gleaned from a thirty-plus year career in high school classrooms and athletic coaching. The workshop will highlight the ten master principles of great teaching, coaching, and leadership. Participants will learn to clarify and use the key instrumentality of great teaching, and do so in a way that makes these principles memorable and useful. This workshop melds the philosophic with the practical, and aims to have everyone in attendance walk away with ways of enhancing and improving their work. A special discount is available for all coaches, first and second year teachers, and graduating seniors.

Mastering Composition: A Program of Prisms

Paul Halupa

Eugene, June 18, 2008
Wednesday, 8:30 a.m.—4:00 p.m.
UO Baker Downtown Center, Room 130

Sixth to twelfth grades: “A Program of Prisms” is a cutting edge, brain-friendly, and comprehensive approach to understanding and improving composition. If you are looking for a complete and in-depth way to improve the writing of your students, this is it! Participants will learn the secrets of approaching audience, of forming order, of merging a full array of content components with a full range of sentence styling. Learn to see the writing task through a new, fresh, and unique lens, one that reveals truths and empowers improvement. Many past participants have said they learned more in a one-day session with the Program of Prisms than they learned in all their other writing courses—from junior high school through college—put together. Come see. There is an additional \$20 fee for the course textbook.

Finding Science in Children's Literature



Barbara Bannister

Eugene, June 19 and 20, 2008
Thursday and Friday, 8:30 a.m.—4:00 p.m.
UO Baker Downtown Center, Room 130

Portland, June 26-27, 2008
Thursday and Friday, 8:30 a.m.—4:00 p.m.
UO in Portland, White Stag Block, Rooms 150–152

Kindergarten to fifth grades: Two days. Literature can be a springboard to exciting science activities that use common materials. Participants will learn to motivate the struggling learner to use reading, writing and science. Take advantage of the classic literature and Caldecott winners in your library to engage students as they develop literacy, science, and math skills. The time flies in this class and you will go home with an abundance of ideas, a kit of materials, and a new enthusiasm for science. There will be a \$20 supplemental fee for the materials kit.

Event Overview

Summer Term

Teaching's Master Principles

Paul Halupa
Eugene, June 17

Mastering Composition: A Program of Prisms

Paul Halupa
Eugene, June 18

Finding Science in Children's Literature: Grades K-5

Barbara Bannister
Eugene, June 19–20
Portland, June 26–27

Focus on Middle School Mathematics: Oregon Focal Points

Shannon McCaw
Eugene, June 23
Portland, June 25

Academic Vocabulary Acquisition

Larry Lewin
Eugene, June 24
Portland, June 30

Reading in the Content Areas: Instruction That Works

Paul Weill
Eugene, June 25
Bend, July 2

Creating Wonderful Readers and Brain Gym Unite!

Jill Schwimmer and Mariya Masters
Bend, June 30–July 1



UNIVERSITY
OF OREGON

Academic Credit

One academic credit is available (Pass/No Pass grade option only) for most Education 2000+ courses; both graduate and undergraduate credit options are offered. Credit requirements will be available on-site, or can be requested a week ahead by calling Patrick Burns at (541) 346-4231.

To meet the University requirements for hours of in-class or contact time, additional extended sessions and distance learning components will be required for the day-long workshops. These may include lunch assignments, post-workshop sessions, and activities such as follow up discussions with the presenter, and/or an online assignment.

Participants will also be required to complete an out-of-class assignment. These assignments generally include some required reading and a reaction paper or project that allows participants to apply what has been learned at the workshop. The assignment is flexible so that it will be applicable and relevant to each participant's situation. The due date for the paper/project is usually four to six weeks after the workshop. There may be additional cost for the required reading materials. If a book is required, we try to have it available for sale at the workshop and on reserve at the University library.

One quarter hour of academic credit is equivalent to 20 PDUs.

PDUs

All participants will receive a certificate of participation that verifies the number of hours of instruction associated with the workshop and the equivalent number of PDUs.

Focus on Middle School Mathematics—Oregon Focal Points



Shannon McCaw

Eugene, June 23, 2008
Monday, 8:30 a.m.–4:00 p.m.
UO Baker Downtown Center, Room 130

Portland, June 25, 2008
Wednesday, 8:30 a.m.–4:00 p.m.
UO in Portland, White Stag Block Rooms 150–152

Oregon's mathematics standards were revised in 2007 to adopt a version of the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points for Kindergarten through 8th grade. Using the newly adopted Oregon Mathematics Focal Points as a foundation, the workshop will demonstrate and explore best practices for middle school teachers under the new Focal Point system. This workshop will facilitate the implementation of a mathematics professional learning community at your school that is aligned to meet Oregon's new standards for high school graduation.

Academic Vocabulary Acquisition: Teaching Key Concept Vocabulary Across the Curriculum



Larry Lewin

Eugene, June 24, 2008
Tuesday, 8:30 a.m.–4:00 p.m.
UO Baker Downtown Center, Room 130

Portland, June 30, 2008
Monday, 8:30 a.m.–4:00 p.m.
UO in Portland, White Stag Block Rooms 150–152

Sixth to twelfth grades: This one-day class is designed specifically for educators working with students in grades six through twelve who are seeking the most effective ways to increase the academic vocabulary growth of their students. The focus will be on expanding student vocabulary not only in English/Language Arts classes, but also in all content classes. Each activity, technique and strategy presented has been tailored to be practical for students in grades six through twelve. Participants will gain new insights and dozens of practical ways to effectively increase the academic vocabulary of their students.

Presenters

Paul Halupa received his Bachelor's degree in Rhetorical Theory and Communications from University of Oregon in 1974. A Masters Degree followed in 1980. He has spent thirty-five years teaching language arts and coaching in high school and at the collegiate level; all the while studying the cardinal core of great instruction.

Barbara Bannister has spent twenty-five years in the elementary classroom. She holds a Masters degree in science from Oregon State University. She is the author of the

state approved "Simply Science" program. A dynamic presenter, she has received national recognition for her outstanding work with students and colleagues.

Shannon McCaw has taught high school mathematics in Oregon for the past seven years. She has worked as a Teacher on Special Assignment focusing on mathematics curriculum and assessment, and as a consultant with over twenty-five districts in Oregon. Her work with these districts has focused on secondary level staff development.

Reading in the Content Areas: Instruction That Works



Paul Weill

Eugene, June 25, 2008
Wednesday, 8:30 a.m.–4:00 p.m.
UO Baker Downtown Center, Room 130

Bend, July 2, 2008
Wednesday, 8:30 a.m.–4:00 p.m.
Red Lion Hotel

Sixth to twelfth grades: Have you given up making reading assignments? Do you have students who don't read the assignment? Do you have students who read the assignment but can't remember or don't understand what they have read? Have you decided it is easier to just cover the information instead of asking students to read it? Are you frustrated with students' inability to use reading to learn?

If you answered yes to one or more of these questions, then this workshop is for you. You will learn simple yet engaging strategies to help your students read it and get it. You will also gain insights into the minds of adolescent readers and learn what motivates them to read.

This fun and interactive workshop is intended for middle and high school teachers from any content area who want to help their students better understand the texts they read. No expertise in reading instruction is expected or required. All participants will receive a comprehensive set of handouts that contain a variety of ready-to-use strategies and activities.

Creating Wonderful Readers and Brain Gym® Unite!



Jill Schwimmer and Mariya Masters

Bend, June 30–July 1, 2008
Monday–Tuesday, 8:30 a.m.–4:00 p.m.
Red Lion Hotel

Third to twelfth grades: An overview of the why (theory), the what (method), and the how (application) of helping struggling readers through a constructivist approach. This class will teach how to instruct individuals and small groups in eliminating reading problems. Methodologies and materials will be presented for one-to-one tutoring and small group application. Hands on experience!



Brain Gym® is a system of physical movements, strategies and activities that increase learning through their effects on the brain. Brain Gym® has been documented to improve basic skills and standardized test scores.

This class teaches how to easily integrate Brain Gym® into everyday activities so that students are receptive to learning, and Brain Gym® becomes a natural support for each learner's growth and progress. Expect to have fun and learn something!

For more information visit us online at:
<http://ed2000.uoregon.edu>

Larry Lewin, a classroom teacher for twenty-four years at the elementary, middle, and high school levels in Oregon, now consults nationally on educational topics of interest, including Teaching Academic Vocabulary, Differentiated Instruction, and Strategies for Struggling Readers.

Paul Weill is the Curriculum Coordinator for Springfield Public Schools providing teacher training in effective instructional practices. Paul is very involved in literacy reform with a passion for helping struggling adolescent readers. Paul

has presented widely on topics including reading, writing, differentiated instruction, and performance assessment.

Jill Schwimmer is an assistant professor at Pacific University in Eugene and a literacy consultant with her own company, Reading World. She has sixteen years experience as a researcher and practitioner in reading and writing literacy. During the past six years, she has developed a system for helping struggling readers eliminate their reading problems.

Mariya Masters has over thirty years teaching experience, cultivating language-rich experiences and a thriving classroom community. Mariya is a licensed Brain Gym® Instructor, providing inservices and trainings for educators, parents, and seniors. Mariya has over 600 hours training with the Educational Kinesiology Foundation that licenses Brain Gym® Instructors.



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Eugene, OR 97403-1277

WORKSHOPS NOW AVAILABLE IN PORTLAND!

University of Oregon in Portland
White Stag Block
<http://ed2000.uoregon.edu>

Registration

One-day 1 credit course \$240. Two-day 1 credit course \$342. Noncredit workshop \$194. Earlybird noncredit \$169 two weeks prior. Lunch will be on your own for all events. Please check our website for complete details and special discounts. * Add \$20 to workshop fee for materials.

Teaching's Master Principles

Eugene, June 17 (half day \$85)

Mastering Composition

Eugene, June 18 *

Science in Children's Literature

Eugene, June 19-20 *
 Portland, June 26-27 *

Focus on Middle School Mathematics

Eugene, June 23
 Portland, June 25

Academic Vocabulary Acquisition

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Eugene, June 25
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Creating Wonderful Readers and Brain Gym® Unite!

Bend, June 30-July 1

TOTAL REGISTRATION FEE \$ _____

If you need to cancel a workshop, please call three full working days in advance to receive a refund. Substitutions may be made at any time. Team discounts (10%) are available for groups of three or more non-credit participants. For more information about the Education 2000+ workshops, please call Patrick Burns at (541) 346-4231 or e-mail him at ctrinfo@uoregon.edu. For accommodations related to disability, please call Continuing Education at (541) 346-4231 two full weeks before the date of the event. The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request.

Registration Information

Name _____

Address _____ Phone _____

City _____ State _____ Zip _____

School Name _____ Grade Level _____ City _____

Work Phone _____ E-mail Address _____

Payment Information

(Please make checks payable to the University of Oregon.)

VISA MasterCard
 Purchase Order Check

Check or PO Number _____

Card Number _____

Cardholder Signature _____ Exp. Date _____

4 Easy Ways to Register

- 1) Online:** Visit <http://ed2000.uoregon.edu> and click on "registration" at the top of the page.
- 2) Phone:** Call toll-free in North America (800) 824-2714, or (541) 346-4231. Please have your VISA, MasterCard or purchase order number ready.
- 3) Mail or Fax:** Fill out the registration form and send it with payment to Continuing Education, 1277 University of Oregon, Eugene, OR 97403-1277 or fax it to (541) 346-3545.
- 4) Onsite:** You may register onsite if space is available, please call to confirm and allow enough time for check in.

Payment or payment arrangements must be made prior to attending workshops. If you have questions concerning registration or payment, please call the Registration office, or e-mail ctrinfo@uoregon.edu.

Need to correct name, title or address? Did you receive duplicate brochures or want your name removed from our list? Please fax corrections to (541) 346-3545 or call (800) 824-2714.

<http://ed2000.uoregon.edu>