

**Regional Office of Education #8
Summer Institute 2019: Maslow before Bloom
Lindenwood University**

COURSE INFORMATION

Course Title	Summer Institute: Maslow before Bloom
Credit Hours/Course Number	Course #: EW 51543 3 credits: Must attend 5 days Course #: EW 51542 2 credits: Must attend 4 days Course #: EW 51541 1 credit: Must attend 2 days
Semester and Academic Year	Summer 2019
Course Dates	June 5 through June 14
Location	Highland Community College in Freeport IL Student Conference Center
Prerequisite for Course	NA
Required Books/Materials	Materials from presenters

Instructor: Deborah Endress

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Phone: 815-275-1655

Hours (45 Total)

Face to Face: 37.5 hours for 3 credit class

30 hours for 2 credit class

15 hours for 1 credit class

Participants choose from the following days

1. Wednesday, June 5 8:30-3:30
2. Thursday, June 6 8:30-3:30
3. Friday, June 7 12-6:30 pm
4. Monday, June 10 8:30-3:30
5. Tuesday, June 11 8:30-3:30
6. Wednesday, June 12 8:30-3:30
7. Thursday, June 13 8:30-3:30
8. Friday, June 14 8:30-3:30

Independent Application for 3 credit class: 7 hours

COURSE DESCRIPTION

This interactive course will help educators better meet the components in Domains 2 (Classroom Environment) and 3 (Instruction) in the Framework for Effective Teaching. Social Emotional Learning Standards will be a focus to help educators help their students develop self-management skills, relationship awareness and responsible decision-making skills. Trauma-informed practices and strategies will be stressed throughout the sessions. The importance of developing deep and lasting relationships with students and the impact on learning will be studied. Application of 21st Century Skills (Communication, Collaboration, Critical Thinking, and Creativity) will be the expectation for every session.

COURSE GOALS

Understanding Students

Candidates will analyze and evaluate a variety of instructional strategies to enhance student learning and create an environment for connecting with students and learning in their classrooms.

Serving the Community

Candidates will become advocates for quality instruction in order to support colleagues, administrators, parents, and students in their school setting.

Finding Our Professional Selves

Candidates will design effective new ways to stay current with research and strategies to improve student learning.

COMPLIANCE with NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBTS)

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice:

1. Commitment to students and their learning
2. Knowledge of subject matter and instructional strategies
3. Management and monitoring of student learning
4. Systemic reflection about the teaching profession to learn and grow from experience
5. Collaborative participation in the educational learning community

ILLINOIS PROFESSIONAL TEACHING STANDARDS

Standard 3: Planning for Differentiated Instruction: The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

3K: Incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences

3L: Creates approaches to learning that are interdisciplinary and that integrate multiple content areas

3Q: Develops or selects relevant instructional content, materials, resources, and strategies (e.g. project-based learning) for differentiating instruction

Standard 4: Learning Environment: The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal setting.

4C: Understands how to help students work cooperatively and productively in groups

4D: Understand factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement

Standard 5: Instructional Delivery: The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

5F: Knows strategies to maximize student attentiveness and engagement

5I: Uses multiple teaching strategies, including adjusted pacing and flexible grouping to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities

5K: Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of the students

5M: Uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences

COURSE OUTCOMES

- Develop communication skills to better share expectations for learning, directions and procedures, and explanations of content. (IPTS 3K, 3L, 3Q, Danielson 3a,3e)
- Use questioning and discussion techniques to improve quality of questions, depth of knowledge and student participation. (IPTS 5F,5I, 5K, 5M, NBTS 1,2, Danielson 3b, 3c)
- Design activities and assignments that incorporate collaborative inquiry to engage and motivate students in learning. (IPTS 5F, 5I, 5K, 5M, NBTS 1,2,3, Danielson 3c)
- Design activities to create an environment of respect and rapport between teachers and students. (IPTS 4C, 4D, NBTS 1,4, Danielson 2A, 2B)

COURSE ASSIGNMENTS/PROJECTS

Assignment
Positive participation in all discussions, activities, field trips and presentations for all 5 days of the institute.
Complete a journal summary reflection for each session attended during the week. Use required journal entry template
Share learning and insights in discussion groups (Flipgrid, Socratic Circle, Speed Learning, Padlet) as assigned
Develop next steps action plan to share learning at your local district level.

COURSE EVALUATION and WEIGHTING OF ASSIGNMENTS

Assignment	Possible Points
1. Attendance and participation	50 points
2. Journal summaries	50 points
3. Insight Discussion Groups	50 points
4. Presentation	20 points

Points and Percentages	Grade
93-100 %	A
85-92%	B
77-84%	C
0-17%	F

COURSE SCHEDULE

Date	Course Content/Topic
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Day 1	<p style="text-align: center;">Building Relationships with Students & Staff Monica Genta</p> <p>The social and emotional development of our students and the relationship building process for both students and staff is imperative. Come explore strategies that will help build trust and rapport to create the best possible learning environment.</p>
Day 2	<p style="text-align: center;">Teachers Talking Tech Ben Sondegroth and Area Teachers</p> <p>Come spend the day learning about the ways to reach and teach students using technology. You'll create your own professional development learning plan by attending the sessions that best meet your needs. Area teachers will share their successes and best tricks to enhance the learning process. Be sure to bring your device.</p>
Day 3	<p style="text-align: center;">Climate and Culture in the 21st Century Learning Environment (12-6:30 pm) Field Trip to Epic Campus in Verona, Wisconsin</p> <p>Explore the creative working spaces on this beautiful campus and the impact on learning. You'll be in small groups with plenty of chances to network and discuss the impact of choice, variety, freedom, and self-directed learning and make connections to your classroom.</p>
Day 4	<p style="text-align: center;">Effective School Leadership Teams Tim Reilly, Cheryl Robinson, Deb Endress</p> <p>This day is designed to help leadership teams build a positive school climate by exploring the characteristics of highly effective teams. Walk away with a plan of action that includes an engaging and motivating Back-To-School-Teacher Institute Plan! For ultimate impact, we encourage participants to register as a team; however, the learning will benefit everyone and individuals are welcome to register and join in the learning.</p>
Day 5	<p style="text-align: center;">You Have to Maslow Before You Can Bloom Tim Reilly, Cheryl Robinson, Deb Endress,</p> <p>Get back to basics as the focus is on the most essential needs of students. Experience a poverty simulation, trauma-informed practices, and ways we can support our most challenging students. This is foundational information for every adult that interacts with students. ALL school support staff are welcome and encouraged to attend.</p>
Day 6	<p style="text-align: center;">From 80% Teacher Talk to 80% Student Talk Student-Led Learning Environments in 10 Steps Steve Oertle</p> <p>When teachers design student-driven classrooms and help students understand and apply the qualities of good learners, students begin to take responsibility for their learning, increasing their drive, motivation, and achievement. This interactive workshop will use John Hattie's research on effective influences on achievement as the anchor for providing an overview for the 10 steps necessary in creating a student-led learning environment.</p>
Day 7	<p style="text-align: center;">Something for Everyone: <u>Choose Your PD</u></p> <p>Session A: Teaching the Holocaust Nicole Frampton, United States Holocaust Memorial Museum Teacher Fellow, will introduce participants to the museum's pedagogical approach to teaching about the Holocaust, and well as museum resources. Rationales, strategies and approaches for teaching about the Holocaust and other genocides will be shared.</p> <p>Session B: All about the SAT Chris Heintz from the College Board will share key updates and discuss best practices for assisting students on their path to college readiness. Learn about the SAT Suite of Assessments, the available resources and how to analyze the reports for instructional planning purposes to best meet the needs of students.</p> <p>Session C: 20 Ways to Engage</p>

	<p>You'll walk away with ideas to keep your students engaged in the content through activities and games in this interactive session. Deb Endress and area teachers will share tried and true strategies for all ages that empower students to make connections and deepen their understanding of content.</p>
Day 7	<p style="text-align: center;">Field Trip to Holocaust Museum, Skokie, IL</p> <p>We'll head to Skokie to the Illinois Holocaust Museum and Education Center in Skokie, IL for a field trip to learn more about this time in history and the resources available as we develop lessons for our students.</p>