

# Summer Pro-Growth with STC

STC is offering two exciting new summer courses with Amber Chandler. Each course will be in online in a synchronous/asynchronous model, with (3) two hour sessions and a choice board of options to complete the remaining 9 hours for a 15 hour block. More information will be given in the first session.

***\*STC's policy for Online Synchronous Sessions. Participants MUST have their camera enable and ON for the entirety of the session to receive credit. The Instructor must be able to see and interact with participants.***

## **AUDIENCE: TEACHERS, TEACHING ASSISTANTS. NOT APPROVED FOR AIDES.**

These courses have been approved by Frontier and Hamburg for Pro-Growth. Please follow your district's PDP approval process.

HAMBURG TEACHERS seeking tenure, these courses have also been approved as an option by the Article 7 Committee to meet your second 15 hour requirement. You still need to take the 21st Century Thinking: Creating the Learning Environment Course offered in the Fall.

Course Fee: \$75 per course. Payment can be made by check or credit card. Information will be on the registration link.

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## **Strategies for Frantic Teachers: Stop the Grading Avalanche (Limit 12)**

Amber Chandler, Instructor

July 13, 20, 27, 2022 Google Meets Synchronous (6 hours)

9 hours asynchronous (includes individual meeting with Instructor for review)

*This work is due by Aug 12th*

Do you feel like you do more work than your students? Ever wonder if they even care about grades?

If so, this class is for you. We will meet virtually for authentic, collaborative, and engaging conversations about teaching and learning.

The goal of the class is to help teachers stop the grading avalanche and learn to use feedback, peer teaching, and independent projects to deepen learning.

The course addresses Proposition 2 (Teachers know the subjects they teach and how to teach those subjects to students), Proposition 4 (Teachers think systematically about their practice and learn from experience) and Proposition 5 (Teachers are members of learning communities) of the National Board for Professional Teaching Standards.

Attendees will walk away with new insights about what they choose to measure, how to facilitate classroom learning vs. taking away the learning process from their students by doing all the heavy lifting, and actionable plans for their classroom communities in the fall.

### **Session 1**

Icebreakers and intros

Stop the grading avalanche:

Feedback, formative assessment, summative assessment, and how kiddos learn

Emphasis: students do the bulk of the work in real learning; teachers are facilitators

### **Session 2**

Peer teaching:

Strategies to engage students in their own learning, utilize friendly competition, team building, group projects, gamification and students creating/designing their own assessments.

Emphasis: utilizing technology and relationships to engage students

### **Session 3**

Independent Projects to deepen learning:

Project-based learning, passion projects, Genius Hour, and portfolios

Emphasis: creating a workshop driven classroom where students "show what they know"

**REGISTER:** [https://docs.google.com/forms/d/e/1FAIpQLSeIYhogi9eiLC67ykEaiPVGs4jpUpoaY-gFz-rk1k\\_iVqq\\_9A/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeIYhogi9eiLC67ykEaiPVGs4jpUpoaY-gFz-rk1k_iVqq_9A/viewform?usp=sf_link)

# Summer Learning Choice Board

To earn the remaining 9 hours, choose THREE options. The expectation is that each activity will take about 2.5 hours to complete, and the remaining ½ hour would be to consult with Amber, seek feedback, and schedule a time to share what you completed with her.

|   |  |   |
|---|--|---|
| <p><b>Reading and Research:</b></p> <p>Find three scholarly articles to read and annotate. Upload an annotated copy to Google Classroom. Submit a 500 word summary of what you've learned/what you might implement.</p>   | <p><b>Connecting and Chatting:</b></p> <p>Utilizing Twitter, initiate a conversation about your topic. Pose questions, connect, chat, and challenge yourself to expand your social and professional circle.<br/>@MsAmberChandler on your posts and engage in at least one #edchat.</p> | <p><b>Lesson Planning:</b></p> <p>Create a lesson plan that incorporates one of the ideas from our class. You'll need to fill out the lesson plan just as you would an observation type lesson plan—detailed. Share in Google Classroom. Make sure you include the materials for your lesson.</p> |
| <p><b>Designing a Unit:</b></p> <p>Design an overview of a unit. You should be thinking scope and sequence. You can map it out on a calendar, create anchor lessons (a beginning, middle, and end). Upload to Google Classroom.</p>                                     | <p><b>Creating a tutorial w/Edpuzzle:</b></p> <p>Choose a topic from the class and create a tutorial or student assignment using Edpuzzle. Create your own video. Include some multiple choice and some short answers in the assignment. Share to GC.</p>                              | <p><b>Student Engagement:</b></p> <p>Create a celebration or a hook activity as it relates to any of the topics. The goal should be maximum student engagement. Include materials, links, and resources, and a summary to GC.</p>   |
| <p><b>Peer to Peer:</b></p> <p>Find a "study buddy" or work with Amber to have "peer to peer" conversations. You can do this with the Google Classroom Questions feature OR do a Flipgrid, or a video of the conversation. It can be written or media. Submit to GC</p> | <p><b>Blogging:</b></p> <p>Utilizing Google Sites, Wix, or some other platform, create a series (at least 3) blog posts about one of the topics. Include images and links. Share to Google Classroom. Blog posts are usually between 500-800 words and are conversational.</p>         | <p><b>Self-Designed Project:</b></p> <p>Talk to Amber about a plan that you create. Set up the parameters of what you are going to do and have either a F2F conversation or an email discussion about what you need to do and the criteria for success.</p>                                       |

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## Dare to Unplug and Reset your Classroom with "Old School" Activities (Limit 12)

Amber Chandler, Instructor

Aug 1, 8, 15, 2022 Google Meets Synchronous (6 hours)

9 hours asynchronous (includes individual meeting with Instructor for review)

*This work is due by Sept 12th*

Sick of screens? Tired of trying to teach with the constant allure of the internet at your students' fingertips? Dare to unplug and reset your classroom with "Old School" activities. This course will explore ways to use art, music, and cross-curricular activities and go back to basics with lo-tech or no-tech options.

This course addresses Proposition 1 (Teachers are committed to students and their learning) and Proposition 3 (Teachers are responsible for managing and monitoring their students learning). Since the pandemic, as well as an onslaught of high tech solutions, we haven't taken a beat to simply reflect on how our students are impacted by the massive shift away from hand's on, interactive, and active learning.

This course will examine those shifts and how we need to recalibrate.

Attendees will spend time reflecting on how they use technology, why they use it, and if it is effective for their purposes. By no means should we stop using tech in the classroom, but we do need to consider what we use it for and which tools we use. We'll look at some that are very effective (EdPuzzle, Kahoot, Blooket, Gimkit, etc), but the bulk of the course is creating ways to connect with students in art, music, and cross-curricular projects.

### Session 1

Introductions and icebreakers

Using Art to engage students and make learning "sticky"

Tactile learning, what to do with those who say they "aren't good at art," and how to incorporate art with technology.

### Session 2

Using music to engage students and tap into memorization skills and kinesthetic learning

Creating music, providing soundtracks, and using "walk-up songs" to connect with students and create a caring classroom climate.

### Session 3

Making cross-curricular connections

Using prior knowledge, cross-curricular connections, and incorporating non-fiction reading into creative spheres and fiction reading into academic areas (i.e, researching gangs while reading The Outsiders or creating a playlist for the Revolutionary War)

REGISTER: [https://docs.google.com/forms/d/e/1FAIpQLSdmsHGUqIVHAcvXzqfcucec1EuFDuOPDEUHob3zSJeaN48Q6g/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSdmsHGUqIVHAcvXzqfcucec1EuFDuOPDEUHob3zSJeaN48Q6g/viewform?usp=sf_link)

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