

SUMMER INSTITUTE WORKSHOPS 2019

July 29 – August 8, 2019

A two-week professional development institute for teachers

M, July 29	T, July 30	W, July 31	TH, Aug 1	F, Aug 2
Day 1: Trauma-Informed Resilient Schools Theresa Fry	Day 2: Resetting for Resilience Theresa Fry	Day 3: Healing Trauma and Restoring Resilience in Schools Theresa Fry	Working with Students with Behavioral Challenges Two-Day Workshop Mark Muscat	
Teaching with Global Goals for Sustainable Development Matt Hamilton	Facilitating Inventive Problem Solving through Makerspaces in Secondary Classrooms Jason Oetjens	Structured Essay Instruction for Middle and High School Classrooms Kristine Dietrich	Creating Community in Classrooms Emily Asmus	Truths, Myths, and Realities About Project Learning Kevin Mowrer
Finding, Making, and Using Animated Digital GIFS in Classroom Teaching Bruce Bleakley	Using Appropriate Strategies to Serve Students with Special Needs in Regular Classrooms Kara Bratton	Closing the Feedback Loop with Feedforward Aric Foster	Developing a Culture of Thinking for All Learners Elizabeth Mosher and Deirdre Brady	

M, Aug 5	T, Aug 6	W, Aug 7	TH, Aug 8	F, Aug 9
Day 1 of 2: Introduction to Restorative Practices Theresa Fry	Day 2 of 2: Using Circles Effectively Theresa Fry	S4: Student and Staff Self-Regulation Strategies Theresa Fry	Makerspaces for Early Childhood and Elementary Schools and Classrooms Jane Ten Broeck	No workshops offered.
Actively Engage with Technology (First Date Option) Jennifer Almonte	Coaching Teachers from Training to Mastery Brian Jensen	Living Your Faith as a Christian Educator * *NOT for SCECHs Michael Osborne		
		Actively Engage with Technology (Second Date Option) Jennifer Almonte		

DAILY AGENDA

8:00 a.m. Check In/Coffee
 8:30 a.m. Workshop Begins
 12:00 p.m. Lunch
 3:45 p.m. Adjourn

CONTACT

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KEY

GREEN STEM and Technology in the Classroom
GOLD Classroom Strategies and Specialized Skills
BLUE Specialized Content Workshop
PURPLE Uplifting Christian Education
PINK Literacy and Writing
GREY Assessment, Evaluation, and Staff

LOCATION

Concordia University Ann Arbor, 4090 Geddes Rd. Ann Arbor, MI

FEATURING

- Pick and choose from 21 workshops
- Engaging, relevant, and exciting workshops
- Earn 6 SCECHS per day

REGISTRATION - [REGISTER HERE](#)

\$75 per day includes lunch, coffee & SCECHs

For full workshop descriptions and registration, visit: www.cuaa.edu/SOEInstitute

SUMMER INSTITUTE WORKSHOPS 2019

Thank you for your interest in the fifth annual Summer Institute Workshops. Each year the School of Education is honored to design and host this professional development institute for teachers. Workshops are designed for teachers, by teachers, and are intellectually challenging, engaging, and promise to deliver usable and practical classroom strategies. We are grateful for your participation. See you soon!

REGISTRATION

\$75 per day includes lunch, coffee & SCECHs
www.cuaa.edu/soeinstitute

DAILY AGENDA

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

LOCATION

Concordia University Ann Arbor
4090 Geddes Rd.
Ann Arbor, MI 48105

DIRECTIONS

Concordia University Ann Arbor is located in the vibrant college town of Ann Arbor, MI at 4090 Geddes Rd., Ann Arbor, MI 48105. Located near major Michigan highways and the DTW Airport, it is easy to get to campus from any direction.

From the North: Take US-23 South. Geddes Road is Exit 39. CUA A is west of US-23 and on the south side of Geddes Rd.

From the East: Take I-94 or M-14 west to US-23. Exit north onto US-23 from I-94, or south onto US-23 from M-14. Geddes Road is Exit 39. CUA A is west of US-23 and on the south side of Geddes Rd.

From the South: Take US-23 North. Geddes Road is Exit 39. CUA A is west of US-23 and on the south side of Geddes Rd.

From the West: Take I-94 or M-14 east to US-23. Exit north onto US-23 from I-94, or south onto US-23 from M-14. Geddes Road is Exit 39. CUA A is west of US-23 and on the south side of Geddes Rd.

PARKING

CUAA will provide free parking in campus lots.
<https://www.cuaa.edu/visit/assets/map.pdf>

ACCOMMODATIONS

Ann Arbor offers many hotels; we recommend: Ann Arbor Regent Hotel and Suites
2455 Carpenter Rd., Ann Arbor MI 48108.
To reserve, please call: 734-973-6100
The rate when you mention Concordia University Ann Arbor Summer Institute Workshops is \$107 per night. The *Ann Arbor Regent* will offer free shuttle service to and from CUA A during the Summer Institute.

COMMONLY ASKED QUESTIONS

I need SCECHs: Please register for the workshops and indicate your PIC number. We will submit your information to M.D.E.

I don't need SCECHs: Many participants come for PD and enjoyment even if they don't need SCECHs.

I'd like to change workshops. Please email us and include the workshop you registered for, and which workshop you'd like to switch to. *If there is room*, we will move you and you will receive a confirmation.

What's the refund policy? If you email a cancellation before July 19th at 8 a.m., you will receive a 100% refund. After 8 a.m. on July 19 to 48-hours before your workshop, you will receive a 50% refund. Cancel 48 hours before the workshop start, or if you registered and didn't attend, no refunds are available. If a workshop needs to cancel due to low enrollment or other reasons, CUA A will notify you and distribute a full refund.

SUMMER INSTITUTE WORKSHOPS 2019

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31-Jul	Healing Trauma and Restoring Resilience in Schools	Fry	7
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1-2-Aug	Working with Students with Behavioral Challenges	Muscat	10
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WK 2	TITLE	INSTRUCTOR	PAGE
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M, July 29 Trauma-Informed Resilient Schools

NOTE: This course is one of the required courses to obtain the Trauma Practitioner certification for education. It is Day 1 of a 3-day workshop. It is highly recommended that participants take the 3 Trauma and Resilience courses in succession at this workshop.

Workshop Description

This workshop will teach school professionals how to create trauma-informed schools and classrooms. The training focuses on resilience, exploring the core values and beliefs of educators and places an emphasis on understanding how trauma impacts children and their school experience.

Outcomes—The participants will learn:

1. Proactive strategies such as fostering connections, prioritizing social and emotional skills, establishing safety, and promoting play are presented.
2. Detailed information and concrete actions that answer not just the “why” but also the “how” to create the best classroom and school supports for traumatized students and the school professionals who serve them.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Theresa Fry

Theresa Fry has been an educator since 1997, working in middle schools and high schools as a teacher and counselor. She has served as a member of her district's PBIS team and is helping her district with the implementation of trauma-informed practices. Her passion is student services, working with students who are often considered "at-risk" in the classroom. She provides group and individual services to students. As a STARR global trainer, her goal is to empower school and clinical staff with knowledge about trauma and brain research, as well as strategies to help students self-regulate in the classroom, in groups, and 1-on-1.

Intended Audiences

Early Childhood, Elementary, and Secondary Educators, and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

M, July 29 Teaching with Global Goals for Sustainable Development

Workshop Description

The United Nations Global Goals for Sustainable Development provide global citizens with a clear set of targets that we can learn about and work towards. In this workshop, participants will learn about the Global Goals and how to navigate the targets with students. We will use a design thinking framework to develop units which invite students of all ages to learn about and design change inspired by the Global Goals. A variety of free and accessible tech tools and resources will be shared to support student-led learning, creation, and sharing.

Outcomes—The participants will:

1. Develop an understanding of what the Global Goals are, why they were developed, and how we can work towards meeting them.
2. Become familiar with a set of tech tools and resources that will support further student-led learning and creation around the Global Goals.
3. Use a design thinking framework to develop a unit plan that they can use in their classroom to inspire students to take an active role in creating change for the Global Goals.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Matt Hamilton

Matt is a global #TeachSDG's ambassador, who works with a cohort of teachers from around the world to share ideas and develop opportunities around teaching with Global Goals. He has delivered several conference presentations and workshops at the local, state, and national level focused on Global Goals and how to support Global Goals with technology and personalized student-led learning tools.

Intended Audiences

Early Childhood, Elementary, and Secondary Educators, and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

M, July 29 Finding, Making, & Using Animated Digital GIFS in Classroom Teaching

Workshop Description

The use of animated digital GIFS in classroom teaching has become a potentially useful tool for classroom educators, especially as components of PowerPoint presentations. It can be easy to use such GIFS excessively and/or non-effectively, unless some consideration is given to their strengths and weaknesses as tools. This workshop will provide an overview of the history and practice of using animated digital GIFS in the classroom; cover recommended current best practices for their use in teaching; indicate where to find animated digital GIFS that have already been created by other people; demonstrate how educators can make their own animated digital GIFS; and provide time for participants to consider how animated GIFS could be useful in their classroom.

Outcomes—The participants will:

1. Become knowledgeable about the background and uses of animated digital GIFS in our culture, especially in education;
2. Gain familiarity in the current recommended best practices for using animated digital GIFS in classroom teaching, especially with PowerPoint;
3. Discover sources of pre-fabricated animated digital GIFS that are available on different websites;
4. Be introduced to some basic software resources enabling educators to create their own original animated GIFS from a pre-existing video, or from original artwork;
5. Evaluate how animated digital GIFS could be useful in their own classroom presentations

Agenda

8:00 a.m. Check In/Coffee	12:00 p.m. Lunch
8:30 a.m. Workshop Begins	3:45 p.m. Adjourn

Presenter: Bruce Bleakley

Bruce is a Professor in the Department of Biology and Microbiology; and Agronomy, Horticulture, and Plant Science Department at South Dakota State University in Brookings, South Dakota. He was born and raised in Michigan. Since the early 1990s he has in total taught over 9,000 college undergraduates in lecture sections of General Microbiology, and Soil Microbiology. As have many other teachers, he initially used acetate transparencies for overhead projector lectures/instruction, and later used PowerPoint in its various versions. For the last six years he has used animated digital GIFS in his lecture classes, and has found them to be very useful for a variety of reasons. Academic websites for Bruce are at: <https://www.sdstate.edu/directory/bruce-bleakley> <https://www.sdstate.edu/biology-and-microbiology/bruce-bleakley>

Intended Audiences: Elementary, Secondary, and Classical School Educators

Professional Development: Attendees will receive 6 SCECHs for this workshop.

T, July 30 Resetting for Resilience

NOTE: This course is one of the required courses to obtain the Trauma Practitioner certification for education. It is Day 2 of a 3-day workshop. It is highly recommended that participants take the 3 Trauma and Resilience courses in succession at this workshop.

Workshop Description

This course is Day 2 of the Trauma and Resilience series and can be used toward the Trauma Practitioner certificate for education. It is highly recommended that participants take Day 1: Trauma-Informed Resilient Schools first as Resetting for Resilience builds on the information given during Day 1. There is a strong focus on understanding the link between private logic, the Circle of Courage, universal needs and academic achievement and behavior.

Outcomes—Participants will:

1. Learn how to integrate positive behavior intervention supports, rewards, and consequences into their classroom management systems.
2. Learn how to assess students and create behavior support plans for students.
3. Learn from Trauma-informed resilience-focused student and classroom scenarios will be presented and discussed in small groups.
4. Learn more about Tier 2 and Tier 3 interventions.
5. Learn strategies to collaborate with families and communities and to support staff will be presented. Examples of how to collect and utilize outcome data will be shared.

Agenda

8:00 a.m. Check In/Coffee	12:00 p.m. Lunch
8:30 a.m. Workshop Begins	3:45 p.m. Adjourn

Presenter: Theresa Fry

Theresa Fry has been an educator since 1997, working in middle schools and high schools as a teacher and counselor. She has served as a member of her district's PBIS team and is helping her district with the implementation of trauma-Informed practices. Her passion is student services, working with students who are often considered "at-risk" in the classroom. She provides group and individual services to students. As a STARR global trainer, her goal is to empower school and clinical staff with knowledge about trauma and brain research, as well as strategies to help students self-regulate in the classroom, in groups, and 1-on-1.

Intended Audiences

Early Childhood, Elementary, and Secondary Educators, and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

T, July 30 Facilitating Inventive Problem Solving through Makerspaces in

Secondary Classrooms

Workshop Description

Maker Spaces are a way for students to build and create inventions or projects using their imagination. This workshop will show teachers that Maker Spaces can be incorporated into any class. Instructor Jason Oetjens will incorporate ELA and History in research and writing, along with Math with measurements and blue print writing, and science with construction of the student-chosen invention.

Outcomes—The participants will learn:

How the principals of Maker Spaces can be incorporated into any class with a little imagination and outside-of-the box thinking.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Jason Oetjens

Jason is a seventh grade History teacher and also teaches a class at the middle school level called *History of Makers*. Amy is a science teacher who incorporated Maker Spaces into her Science curriculum. Both are from Watervliet, Michigan.

Intended Audiences

Secondary Educators and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

T, July 30 Using Appropriate Strategies to Serve Students with Special

Needs in Regular Classrooms

Workshop Description

This workshop will give educators an understanding of common disabilities seen in the classroom, such as learning disabilities (including dyslexia, ADD/ADHD, autism, and intellectual disabilities). Not only will participants learn what some of these indicators are, but more importantly, they will learn appropriate classroom strategies and accommodations that can be made to assist these students with their learning. Educators will also have the opportunity to work in small groups to discuss scenarios and brainstorm potential solutions. Helpful and quick documentation tools will also be presented for teachers to effectively keep records for themselves, parents, and any possible public school referrals. Finally, advice on talking with parents when concerns arise regarding a student will be given.

Outcomes—Participants will:

1. Increase their understanding of common disabilities such as learning disabilities, autism, ADD/ADHD, and intellectual disabilities and recognize the indicators of these disabilities.
2. Learn classroom strategies and appropriate accommodations for working with students with these common disabilities in their general education settings.
3. Learn some simple documentation strategies to help track accommodations and interventions in the classroom.
4. Receive guidance in talking with parents about concerns regarding their child.

Agenda

8:00 a.m. Check In/Coffee	8:30 a.m. Workshop Begins
12:00 p.m. Lunch	3:45 p.m. Adjourn

Presenter: Kara Bratton. Kara Bratton is the Special Education Director for Lutheran Special Education Ministries (LSEM). She supervises LSEM's 60+ special education teachers and programs across the country, and provides professional development and consultative support for schools and teachers assisting students with learning needs. After spending 11 years as a special education teacher for LSEM, Kara moved into her current role as an administrator. She attended Valparaiso University and earned an undergraduate degree in Elementary Education, and also has graduate degrees in special education and gifted and talented instruction, and a Master's degree from Indiana Wesleyan in Curriculum and instruction. She is currently in the last year of her doctoral studies through Concordia University Chicago.

Intended Audiences

Early Childhood, Elementary, and Secondary Educators, and School Administrators

Professional Development

Attendees will not receive SCECHs for this workshop.

W, July 31 Healing Trauma and Restoring Resilience in Schools

NOTE: This course is one of the required courses to obtain the Trauma Practitioner certification for education. It is Day 3 of a 3-day workshop. It is highly recommended that participants take the 3 Trauma and Resilience courses in succession at this workshop.

Workshop Description

This is Day 3 of the Trauma and Resilience series required to obtain the certification of a Trauma Practitioner in Education. Pre-requisites: Trauma-Informed Resilient Schools and Resetting for Resilience. This course takes participants deeper into the brain science of trauma and toxic stress. The polyvagal theory, epigenetics, and the science of resilience are explored. The content emphasizes the importance of hope when working with at-risk students.

Outcomes—The participants will:

1. Learn about and practice sensory-based interventions from a variety of programs including Healing the Experience of Trauma: A Path to Resilience specific for schools.
2. Experience activities that showcase how to process trauma, nurture, and restore resilience in students of all ages.
3. Focus on how to utilize sensory interventions with the whole class as well as with individual students.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Theresa Fry

Theresa Fry has been an educator since 1997, working in middle schools and high schools as a teacher and counselor. She has served as a member of her district's PBIS team and is helping her district with the implementation of trauma-Informed practices. Her passion is student services, working with students who are often considered "at-risk" in the classroom. She provides group and individual services to students. As a STARR global trainer, her goal is to empower school and clinical staff with knowledge about trauma and brain research, as well as strategies to help students self-regulate in the classroom, in groups, and 1-on-1.

Intended Audiences

Early Childhood, Elementary, and Secondary Educators, and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

W, July 31 Structured Essay Instruction for Middle and HS Classrooms

Workshop Description

Hands-on practice for teachers; Teachers will experience the process of giving instruction for essays that tap into the critical thinking generating highly structured, logical, cited papers that reflect theme (or singular topic thesis) in novels for the 8th, 9th and 10th grade classroom. General English or Honors English. Teachers will have the opportunity to both observe instruction and partake in the actual steps of student decision making process required to fulfill an essay plan in order to generate authentic participation in students and minimize teacher-talk. Teachers will understand where composition occurs in literature discussion and will have the chance to explore 3 types of methods in preparing for composition tasks.

Outcomes—The participants will:

1. Practice reflection for practical and immediate learner needs in order to best adjust the course or communicate information to learning support. (Reflecting & Communicating)
2. Practice evaluating sample student compositions in 8th, 9th and 10th grades to more easily judge and apply assessment for upcoming learners and outcomes. (Determining)
3. Understand his/her own awareness of rhetorical structure and then analyze and create new awareness of accepted rhetorical structures with confidence in order to best guide developing writers during the spontaneity of the classroom and not necessarily in highly controlled lesson plans. (Responding)
4. Make use of outlining in various ways to build writer's ability to plan essays for either timed compositions or cognitively demanding tasks. (Adjusting)
5. Distinguish creative writing methods to enhance essay writing quality (for composing and editing). (Enhancing)
6. Practice creating new writing rubrics to improve writing outcomes and ease teacher evaluation of student work. (Surviving)

Agenda

8:00 a.m. Check In/Coffee 8:30 a.m. Workshop Begins 12:00 p.m. Lunch 3:45 p.m. Adjourn

Presenter: Kristine Dietrich is a professionally certified State of Michigan secondary English instructor who teaches Humanities 8-12th grades and specializes in composition instruction for Native English speakers and English Language Learners. Kristine's training began in Human Resources with learner needs assessment and program outcomes at the practical level. As a graduate TESOL student at a university writing center, she had researched, presented and practiced cultural rhetorical structure awareness for all types of writing purposes and carried this into her teaching at university and various secondary education teaching environments over the past 20 years. Kristine has taught in Michigan, California and Mexico. For the past six years, while teaching 8-12th grades in northern Michigan, Kristine designed courses to build skill, knowledge and technique in 8-10 grade writers so that as 11 and 12th grade writers students are empowered to perform at college-preparatory levels and become successfully self-sufficient. In order to achieve high performance levels for her students, Kristine has developed engaging techniques for the classroom so that varied lessons weave into sound essays with structure, evidence, and author confidence. **Writing is Thinking.**

Intended Audiences: Secondary Educators, MS/HS English educators, All levels of ESL/ELL educators, MS and HS educators who have students write beyond paragraph level, and K-12 educators who wish to reflect on constructivist learning theory for the classroom

Professional Development: Attendees will receive 6 SCECHs for this workshop.

W, July 31 Closing the Feedback Loop with Feedforward

Workshop Description

Do your students struggle with internalizing feedback? Have you ever given ample feedback to students and they haven't acted on it as much as you wanted? If so, then this session is for you. Gather strategies and tools to help your learners close the feedback loop.

Outcomes—The participants will:

1. Increase their understanding of effective feedback.
2. Learn specific tools to facilitate closing the feedback loop.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Aric Foster

Never complacent in his own teaching and ardently passionate about student learning, Aric has been teaching English in the great Detroit area since 2001. Committed to the growth mindset and Standards Based Learning (#sblchat), Aric has also taught using #TG2 (Teachers Going Gradeless) for multiple years. He is also a coach of track & wrestling, a contributing author of *Hacking Assessment & Start.Right.Now.*, an adjunct professor at Concordia University, Student Teaching Liaison at Oakland University, and co-founder of STEM and Flower Learning Consultants (stemandflowerlearning.com). Aric's contributions to the edu-sphere (such his FeedForward app at feedforwardapp.com) can also be seen on Twitter at @aricfoster2.

Intended Audiences

Early Childhood, Elementary, and Secondary Educators, and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

TH, Aug 1 and F, Aug 2 (Two-Day Workshop)

Working with Students with Behavioral Challenges

Workshop Description

This two day workshop will focus on providing educators the tools and knowledge to better understand and work with students with behavioral difficulties in the school setting. Special emphasis will be placed on understanding the role trauma/toxic stress can play on students' behavior, and what staff can do to effectively address it.

Outcomes—The Participants will:

1. Understand behavioral challenges, including utilizing the functional behavior assessment process, and learning how toxic stress/trauma can impact behavior
2. Gain proactive strategies (including trauma-informed practices) to avoid behavioral issues from occurring
3. Learn how to react to behavior in a way that minimizes the future likelihood of inappropriate behavior, while increasing the future likelihood of appropriate behavior
4. Learn how to teach students with behavioral challenges replacement behaviors that help them get their needs met in more appropriate ways

Agenda (Same for both day 1 and 2)

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Mark Muscat

Intended Audiences

Early Childhood, Elementary, and Secondary Educators, and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

TH, Aug 1 Creating Community in Classrooms

Workshop Description

This workshop will teach educators tools to create and maintain classroom community, as well as demonstrate research based practices that encourage student-to-student and student-to-teacher relationships. The instructor will model various techniques and tools for educators in order to learn from these hands-on learning experiences. Teachers will also be introduced to different resources that they can utilize to further meet their classroom community needs.

Outcomes—The Participants will:

1. Be able to reproduce research based classroom community practices to take back and replicate in their classrooms.
2. Gain basic knowledge of how “classroom community” impacts student achievement.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Emily Asmus

Emily recently completed her action research project for her master’s degree at CUAA on creating classroom communities and how they are directly tied to student achievement. She is currently teaching other teachers in her district in Benton Harbor these different tools to improve their own classroom communities.

Intended Audiences

Early Childhood, Elementary, and Secondary Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

TH, Aug 1 Developing a Culture of Thinking for All Learners

Workshop Description

In this, workshop, participants will learn how creating a culture of thinking in their classroom benefits all learners. By developing this culture, students are engaged in thinking and the development of understanding as part of their classroom experience. Through the use of thinking routines, all students have an opportunity to contribute to the conversation by expressing their thoughts. A true sense of collaboration takes place as students begin to embrace others' thinking. Knowing and analyzing student thinking helps to drive instruction and dialogue in the classroom.

Outcomes—The Participants will:

1. Gain a broad understanding of Cultures of Thinking (CoT)
2. Experience different examples of Thinking Routines
3. Examine how to integrate Cultures of Thinking (CoT) within your content area/ grade level

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Elizabeth Mosher and Deirdre Brady Mosher

Dr. Deirdre Brady has worked in education for over 25 years. She has taught Elementary education, grades second and third. She has taught at the university level, focusing on a variety of courses with the educational leadership department. During her time here, she worked with professors on research surrounding mentorship programming at the graduate level. Dr. Brady has served as a consultant for Franklin Convey, focusing on implementing *Leader in Me* and school culture. Deirdre had served as Principal, Assistant Principal, Director of Elementary Education and Director of Curriculum and Professional Development. Major accomplishments include achieving Lighthouse milestone (*Leader in Me*), renovating the culture, K-12 alignment in curriculum, facilitating professional learning, and growing the culture of personal growth and improvement for staff and students.

Ms. Elizabeth Mosher has worked in education for nearly 20 years. She has taught Career Focused Education and has experience in both cross walking curriculums with other disciplines and the common core. She presents at both State and National conferences on topics such as curriculum, innovative lessons, facilitation practices, assessment options, student activity (DECA) integration and classroom management. Elizabeth has served as Assistant Principal, Director of Secondary education, Director of Curriculum and Professional Development, and Assistant Superintendent of Instruction. Major accomplishments include renovating building culture, using staff resources efficiently and effectively, leading the school for AdvancED accreditation and continued growth and improvement, K-12 curriculum alignment, and facilitating professional learning.

Intended Audiences: Early Childhood, Elementary, and Secondary Educators

Professional Development: Attendees will receive 6 SCECHs for this workshop.

F, Aug 2 Truths, Myths, and Realities about Project-Based Learning

Workshop Description

This workshop will review the academic research about project-based learning, analyze the existing data, and develop a data-based perspective on project-based learning. Participants will work to describe the project-based approach in their own school and classroom, evaluate what they've learned, and design an approach that best fits the research.

Outcomes—The Participants will:

1. Develop a data-based perspective on project-based learning.
2. Apply this perspective to their school or classroom environments.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Kevin Mowrer

Kevin Mowrer is an Assistant Dean of Instruction for Vincennes University at Center Grove and Perry Meridian in Indianapolis. He also serves as a biographer and transcriber at the Frederick Douglass Papers at IUPUI. Dr. Mowrer served as a high school/middle school teacher, principal, and district leader in Michigan before moving to Indiana.

Intended Audiences

Secondary Educators and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

M, Aug 5 Introduction to Restorative Practices

NOTE: It is highly recommended that participants take both courses about Restorative Practices. (Introduction to Restorative Practices and Using Circles Effectively)

Workshop Description

This workshop is an introduction to Restorative Practices and how it can be used in the individual classroom and school. We will discuss the aim and fundamental hypothesis of Restorative Practices, the Social Discipline Window and Fair Process. We will also cover the Psychology of Affect, the Compass of Shame, and the Restorative Practices Continuum. This course includes the Introduction to Restorative Practices Guidebook from the International Institute of Restorative Practices.

Outcomes—The Participants will:

1. Learn a range of strategies you can use every day.
2. Learn how to set high expectations while being supportive.
3. Practice how to provide direct feedback and how to ask questions that foster accountability.
4. Learn the most effective methods to resolve common conflicts.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Theresa Fry

Theresa Fry has been an educator since 1997, working in middle schools and high schools as a teacher and counselor. She has served as a member of her district's PBIS team and is helping her district with the implementation of restorative practices and trauma-Informed practices. Her passion is student services, working with students who are often considered "at-risk" in the classroom. She provides group and individual services to students. As an IIRP trainer, her goal is to empower school staff with knowledge about restorative practices leading to a reduction of school suspensions and a more positive school climate.

Intended Audiences

Elementary Educators, Secondary Educators, and School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

M, Aug 5 Actively Engage with Technology

Workshop Description

This workshop will introduce any level educator to programs such as Quizlet, Flipgrid, Gimkit, Goosechase, and more! These tools will assist all teachers (any subject) to love using technology in the classroom to engage and enhance their lessons.

Outcomes—The Participants will:

Walk out of the workshop being able to plan and develop their own lessons or ideas using these pieces of technology.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Jennifer Almonte

Jennifer is an avid believer and user of technology in her Spanish classrooms in Woodhaven Brownstown School District. She has presented numerous workshops to others in her district on how to use these programs to enhance their teaching

Intended Audiences

Elementary and Secondary Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

T, Aug 6 Using Circles Effectively

NOTE: It is highly recommended that participants take both courses about Restorative Practices. (Introduction to Restorative Practices and Using Circles Effectively)

Workshop Description

Participants of this workshop should also enroll in the Introduction to Restorative Practices workshop.

This workshop focuses on facilitating restorative circles. Circles are an essential process for building social capital, resolving social problems and responding when harm occurs. Circles create a positive learning environment.

You will learn by participating in circles with other attendees, taking turns to learn how to facilitate. By the end of the day, you will be prepared to return to your setting and run your first circle!

Outcomes—The Participants will learn about:

1. Relationships, Community, the traditional use of circles, and various types of circles
2. How to integrate the practice of Circles
3. Rituals and Circle situations
4. Serious situation circles, teacher circles, Problem-solving circles

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Theresa Fry

Theresa Fry has been an educator since 1997, working in middle schools and high schools as a teacher and counselor. She has served as a member of her district's PBIS team and is helping her district with the implementation of restorative practices and trauma-Informed practices. Her passion is student services, working with students who are often considered "at-risk" in the classroom. She provides group and individual services to students. As an IIRP trainer, her goal is to empower school staff with knowledge about restorative practices leading to a reduction of school suspensions and a more positive school climate.

Intended Audiences: Early Childhood, Elementary Educators, Secondary Educators, and School Administrators

Professional Development: Attendees will receive 6 SCECHs for this workshop.

T, Aug 6 Coaching Teachers from Training to Mastery

Workshop Description

Schools spend countless hours training their staff on the newest methods and ideas, yet there seems to be a disconnect between training and implementation. This workshop is geared for teacher leaders to reflect upon, revise, and reform their current coaching practices to enable staff to assimilate new learning and adapt their practices through a cycle of feedback.

Outcomes—The Participants will:

1. Learn four key indicators for identifying will and skill of their colleagues.
2. Be equipped with six steps for delivering effective feedback to lead growth and accountability through the feedback cycle.
3. Identify their own problem of practice and will learn a protocol to solve their problem of practice.
4. Experience empathetic leadership techniques.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Brian Jensen

Brian is the dean of instruction at Fortis Academy and has embedded the outcomes of this workshop in his daily activities. Research from his two master's programs has guided his delivery of the content as both a leader and manager of educators. For the past three years he has met routinely with administrators and instructional coaches in the metro Detroit area to discuss and refine the practices shared in this presentation.

Intended Audiences: Early Childhood, Elementary Educators, Secondary Educators, and School Administrators

Professional Development: Attendees will receive 6 SCECHs for this workshop.

W, Aug 7 S4: Student and Staff Self-Regulation Strategies

Workshop Description

This workshop will provide educators with strategies to help students self-regulate in a classroom setting as well as on an individual basis. The workshop will also provide strategies to help the educator find calm and focus throughout the school day when things feel chaotic. We will also discuss self-care for the educator.

Outcomes—The Participants will gain knowledge in the following topics:

1. What dysregulation looks like in the classroom
2. Routines that helps students learn how to calm themselves down and focus
3. Strategies that work in a whole-classroom setting
4. Strategies that work one-on-one
5. What stress might look like in an educator
6. Strategies for the teacher when stress is interfering with teaching
7. Self-care for teachers
8. How administration and other colleagues can support the teaching staff

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Theresa Fry

Theresa Fry has been an educator since 1997, working in middle schools and high schools as a teacher and counselor. She has served as a member of her district's PBIS team and is helping her district with the implementation of restorative practices and trauma-Informed practices. Her passion is student services, working with students who are often considered "at-risk" in the classroom. She provides group and individual services to students. As an IIRP trainer, her goal is to empower school staff with knowledge about restorative practices leading to a reduction of school suspensions and a more positive school climate.

Intended Audiences: Early Childhood, Elementary Educators, Secondary Educators, and School Administrators

Professional Development: Attendees will receive 6 SCECHs for this workshop.

W, Aug 7 Living Your Faith as a Christian Educator

Workshop Description

There are many misconceptions about what is legally permitted and prohibited in regards to religious expression in public schools. Whether we are educators in the parochial or public school setting, we have a unique opportunity to live out our calling. In this workshop participants will explore the inspiration of our calling. It will provide participants the knowledge and skills that will make them effective in helping others to experience God's love, without violating the legal requirements of religious expression. We will change the conversation from "why has God been removed from schools", to "what are Christians doing to practice their faith in their day to day lives as educators"?

Outcomes—The Participants will:

1. Demonstrate an understanding of laws regarding religious expression in public schools.
3. Be inspired to serve God through their role as an educator
4. Learn ways of lawfully living their faith in their role as an educator.
5. Learn strategies to serve and lay the foundation for faith formation.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Jake Osborne and Michael Osborne

Jake serves as a 4th grade teacher for the Bay City School District. He recently received a master's degree in Educational Leadership, and is an active member of his school's leadership team as a teacher representative. His experiences as a student growing up in a private school, a first year teacher in a charter school, and current experience in a public school offer him a unique perspective. He understands the challenges educators face every day, but also sees the opportunities to connect with people and build relationships. He hopes this message will equip, excite, and empower educators.

Mike is the superintendent of Hudson Area Schools. He has experience as a public school superintendent (9-years), principal (7-years) and Lutheran School teacher and administrator (13-years). He has extensive experience in curriculum and instruction, leadership, school finance and policy. Throughout his career he has lived first-hand the challenge and opportunity of living your faith in the public and parochial school systems. He looks forward to supporting others in considering how to live out their faith in their role as an educator.

Intended Audiences: Early Childhood, Elementary Educators, Secondary Educators, and School Administrators

Professional Development: Attendees will not be able to receive SCECHs for this workshop.

W, Aug 7 Actively Engage with Technology

Workshop Description

This workshop will introduce any level educator to programs such as Quizlet, Flipgrid, Gimkit, Goosechase, and more! These tools will assist all teachers (any subject) to love using technology in the classroom to engage and enhance their lessons.

Outcomes—The Participants will:

Walk out of the workshop being able to plan and develop their own lessons or ideas using these pieces of technology.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Jennifer Almonte

Jennifer is an avid believer and user of technology in her Spanish classrooms in Woodhaven Brownstown School District. She has presented numerous workshops to others in her district on how to use these programs to enhance their teaching

Intended Audiences

Elementary and Secondary Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

TH, Aug 8 Makerspaces for Early Childhood and Elementary Schools and Classrooms

Workshop Description

Maker Spaces are a way for students to build and create inventions or projects using their imagination. This workshop will show teachers that Maker Spaces can be incorporated into any class. It will focus on incorporating a school-wide or classroom Makerspace at the elementary school level. Curriculum integration strategies, practical ideas, management tips, literature tie-ins, funding resources, and more will be shared.

Outcomes—The Participants will:

1. Leave the session with ready-to-implement ideas and strategies for incorporating a classroom or school wide Makerspace.
2. Also become members of an ongoing support group of fellow elementary educators embarking on the same journey.

Agenda

8:00 a.m. Check In/Coffee
8:30 a.m. Workshop Begins
12:00 p.m. Lunch
3:45 p.m. Adjourn

Presenter: Jane Ten Broeck

During her teaching career, Jane has served as an elementary classroom teacher, technology teacher, and art teacher in the Van Buren Public School District. During the past year, Jane divided her teaching between art instruction and planning, developing, and implementing a makerspace classroom at Tyler Road Elementary School. She is excited to share her successes, plans for the future, and ideas for how you can implement a makerspace in your school or classroom.

Intended Audiences

Elementary and Secondary Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

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