

SUMMER INSTITUTE WORKSHOPS 2018

A two-week professional development institute for teachers

PROGRAM

Workshop Descriptions, Outcomes, and Presenter Information

M, July 30	T, July 31	W, Aug 1	TH, Aug 2	F, Aug 3
Special Education Law and Writing IEPs: What Every Teacher Needs to Know	Place-Based Historical Narratives: On-Site Exploration	Trauma Series: STARR Global/TLC Certified: Day 1: Children of Trauma	Trauma Series: STARR Global/TLC Certified: Day 2: Courageous Classrooms	Seesaw – Digital Portfolios for the Student by the Student
Unpacking 3 Essentials of Literacy Instruction	Productive Group Work	Introduction to SIOIP	Best Practices in Language and Literacy	
Healthy Assessment Practices	Teaching Reading Strategies Through Read-Alouds Across Content Areas			

M, Aug 6	T, Aug 7	W, Aug 8	TH, Aug 9	F, Aug 10
Workshopping Biases To Be the Best Educators We Can Be	Restorative Series: IIRP Certified Course: Day 1: Intro. to Restorative Practices	Restorative Series: IIRP Certified Course: Day 2: Using Circles Effectively	Supporting English Learners in Secondary Classrooms	
A Positive Mindset and the Importance of Positive Branding	Communication Strategies: How to Use Them to the Educator's Advantage	Hardest to Love: Reaching & Teaching Your Toughest Student	Creating A Cohesive Staff: "BIG 10" Staff Team Building Ideas You Can Replicate	
I'm Not an Entertainer; What Should I do?	Applying Hands-On STEM Skills in the Classroom		Reading Workshop 2.0: Using Tech. to Enhance Reading Instruction	

KEY

Bold = Daily featured workshop based off relevancy and need. ALL workshops are current and engaging.

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| <ul style="list-style-type: none"> GREEN STEM and Technology in the Classroom GOLD Classroom Strategies BLUE Specialized Content Workshop | <ul style="list-style-type: none"> PURPLE Literacy & Reading ORANGE ELL & Uplifting Multicultural Communities GREY Assessment, Evaluation, and Staff |
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SUMMER INSTITUTE WORKSHOPS 2018

Thank you for your interest in the fourth 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 July 30th.

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

CUA A 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 Julie.Edler@cuaa.edu with the subject line: "Change Workshops." Please 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.

CONTACT

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SUMMER INSTITUTE WORKSHOPS 2018

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WORKSHOP ID: M30-SPE

M, July 30 Special Education Law & Writing Compliant IEPs: What Every Teacher Needs to Know (Morning: Writing IEPs) (Afternoon: Special Education Law)

Morning: Writing IEPs: It is essential that all teachers; special and/or general education teachers, and administrators have an understanding of the IEP Process and what is required to make the IEP compliant. Participants will learn about all the components of the IEP process and emphasis the areas of the IEP that the Michigan Department of Education (MDE) focuses on.

Afternoon: Special Education Law: When special education teachers and building administrators have an understanding of special education law, buildings can ensure compliance with special education processes. The focus of this workshop will be on basic special education laws all participants should be knowledgeable about. From understanding the IEP process to suspension/expulsions, seclusion/restraints, FERPA requirements to writing Behavioral Intervention Plans, to name a few. There will be opportunities for interaction and questions throughout the workshop.

Outcomes

1. All participants will be able to demonstrate some understanding/knowledge of special education laws.
2. All participants will demonstrate knowledge of all the components of the IEP process.
3. All participants will be able to share at least seven components of the IEP process.
4. Most participants will be able to demonstrate understanding on all components of special education law presented.
5. Most participants will be able to articulate all of the required components of the IEP process.

Presenter: Cassandra Guidry-Benion

Cassandra Guidry-Benion is the Assistant Director for Student Intervention and Support Services for Ann Arbor Public Schools. As the Monitor and Compliance Supervisor for Washtenaw ISD for five years, she worked with all the local special education directors to ensure compliance on all aspects of special education. Her responsibility was to ensure the districts understood the special education laws and remained in compliance at all times. She also trained the 10 local districts on the IEP process. She wrote the compliance manual for the county and supported local districts on how to use the manual with their staff. As the Assistant Director for AAPS, one of her responsibilities is to ensure teachers and administrators have an understanding of special education laws and they comply with them. She has attended LRP, a legal conference for 10 years, attends bi-monthly professional development with MAASE. She currently works to provide on-going training on the IEP process with AAPS staff to coordinate yearly trainings and meet with individual buildings to support and monitor the IEP process. She attends IEP Team meetings and provides critical feedback to ensure compliance.

Intended Audiences

Early Childhood, Elementary, and Secondary Educators, and School Administrators
Special and general education teachers are encouraged to participate as well.

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: M30-UNP

M, July 30 Unpacking Three Essentials of Literacy Instruction

Attendees will learn about the following literacy essentials that need to be present in every classroom every day:

1. Fostering literacy motivation and engagement
2. Using read-aloud with purpose
3. Making the most of small group instruction

Participants will examine the Michigan Early Literacy Task Force document, learning about research-informed practices, and applying these to classrooms.

Outcomes

Teachers will leave with a solid understanding of the three essentials and how to implement them in a classroom setting. They will have prepared lessons to use at the beginning of the year, applying the research to these lessons, and prepping the materials needed for them. Teachers will have time to reflect on current practice in the classroom and collaborate on ways to improve instructional practices in literacy for their grade level.

Presenter: Karla Hardies

Karla has led discussions on the three workshop literacy essentials. She is passionate about literacy in classrooms and feels that teachers need to open discussion and be armed with research to help guide instruction.

Intended Audiences

Early Childhood Educators

Elementary Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: M30-HEA

M, July 30 Healthy Assessment Practices

In the current educational climate, assessment is changing. Gone are the days where effective teachers teach a lesson, give a test, and move on. Effective assessment paradigms today include a fluid relationship between objectives, activities, and assessments. This workshop facilitates discussions about key elements of assessment (retakes, late work, formative vs. summative, etc.), previews progressive assessment strategies (Standards-Based Learning and Teachers Going Gradeless), and provides time for participants to brainstorm how these strategies might be implemented in their buildings.

Outcomes

Participants will reevaluate their assessment practices, challenge the status quo assessment paradigm in education, and leave with resources to enact sound assessment practices in their building.

Presenter: Aric Foster

Aric is a High School English Teacher and Learning Consultant. He has facilitated this workshop several times and teaches at the university level. View his experience here:

<http://www.stemandflowerlearning.com/experience.html>

Intended Audiences

Elementary Educators

Secondary Educators

School Administrators

Classical School Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: T31-PLA

T, July 31 Place-Based Historical Narratives: On-Site Exploration

Rather than the traditional flexible geographic focus, Liggett’s U.S. history course maintains a fixed, place-based approach; Detroit, Michigan, and the Great Lakes region are the steady lens through which the national narrative and national themes are examined. This session applies the model of place-based history in a workshop experience for teachers, including two local site visits, connecting the Ann Arbor area to the national historical narrative, including explorations of the natural landscape and the expanding infrastructure in the growing nation.

Outcomes

This workshop will include an introduction to place-based education theory in the context of Michigan history. This PBE work is designed to help teachers develop robust curriculum projects, applying their understandings of local regional history in innovative and effective ways. One focus of this seminar is the universality of the place-based approach in education, presenters will provide examples to help participants leave the seminar with local and regional resources they can use as a foundation for their curricular work.

Presenter: Christopher Hemler and Adam Hellebuyck

Christopher Hemler and Adam Hellebuyck are exceptional and innovative place-based history teachers working at University Liggett School, a Metro Detroit school which allows students to drive the process of their academic growth through the Liggett Approach. The unique design of the Liggett School’s immersive history course has resulted in tremendous feedback. As collected from survey points throughout the course, students describe their experience as engaging, enlightening, and relevant; over 83% of students felt the class prepared them “well” or “very well” for conducting independent research. Teachers are inspired co-learners joining students in active discovery rather than serving as didactic dispensers of content. The Benedict Foundation for Independent Schools supported the continuing evolution of the course with one of ten prestigious national grants in 2015. The Historical Society of Michigan selected the course as its 2015 Educational Program of the Year. Course creator and seminar co-director Adam Hellebuyck was selected as the regional American History Teacher of the Year by the Louisa Saint Clair Chapter of the Daughters of the American Revolution in 2015 and the state award winner in 2016, as well as the Annette and Jim McConnell History Educator Award for Excellence in Teaching History by the Michigan Council for History Education in 2016. The course and the new approach have been lauded in dozens of regional and national news articles, including the National Association of Independent Schools magazine.

Intended Audiences

All Educators and Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

Extra Workshop Details

Teachers at this session will be given the opportunity to go out into the field on a guided site visit to uncover how a site/location can and should be treated as a primary resource. Presenters will significantly engage with participants at the site, adding their knowledge and understanding of the site and historical concepts to the group’s exploration. Participants will intentionally take on the role of students with an eye towards supporting their own students going forward as they transition from passive field trip tourists to active, inquiring site-historians.

WORKSHOP ID: T31-PRO

T, July 31 Productive Group Work

In this workshop, we will learn the tools and knowledge needed to design and guide group work that is successful—productive. Research shows that students involved in cooperative work demonstrate higher levels of academic learning and retention as compared with just working alone. Also, cooperative group work has been shown to result in increased self-esteem, improved relationships among students, and enhanced social skills.

Outcomes

Participants will be able to:

1. Create positive interdependence skills among students.
2. Promote face-to-face interaction and collaboration.
3. Ensure individual and group accountability.
4. Build interpersonal and small group skills.
5. Set expectations for learning.
6. Give instructional feedback.
7. Practice using group reflection.

Presenter: Dr. Marilyn Meell

Dr. Marilyn Meell is the Director of Graduate Education Programs at Concordia University Ann Arbor.

Intended Audiences

Early Childhood Educators

Elementary Educators

Secondary Educators

Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: T31-TEA

T, July 31 Teaching Reading Strategies through Read-Alouds Across Content Areas

In this workshop, teachers and administrators will learn how to teach various reading strategies through read-alouds. Using background knowledge and experiences, teachers and administrators will have the opportunity to help generate lists of books to help facilitate read-alouds in their teaching situation. Research will also be shared on backing the importance of read-alouds.

Outcomes

Teachers and Administrators will be able to:

- Begin to develop a list of read-alouds for their own situation.
- Learn how to model various reading strategies.
- Share the importance of read-alouds based on research.

Presenter: Jennifer Mallory

Having been a classroom teacher, Jennifer Mallory knows read-alouds can serve as a powerful tool in a classroom. Serving as an adjunct instructor and working with teachers, Jenn sees what is needed for teachers to be successful and more importantly, to develop successful readers.

Intended Audiences

Elementary Educators
Early Childhood Educators
School Administrators
Classical School Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: W01-TRA

W, Aug 1 **Trauma Series: Day 1: Children of Trauma**

STARR Global Learning Network, and National Institute for Trauma and Loss in Children (TLC) Certified Courses

TRAUMA SERIES: **This is day 1 of a 2-part series. Though it is not required, it is highly recommended participants register for both days.**

TLC's protocols and interventions are currently being used in hundreds of schools and clinical settings across the country, with astounding results in children's behavior. TLC offers courses and trainings designed to enable schools, crisis teams, child and family counselors, and private practitioners help traumatized children and families. This course lays the foundation that supports the evidence-based structured sensory interventions TLC developed. The research was completed in school and agency settings to ensure the interventions are supported in schools.

Outcomes

After completing this course, learners will be able to:

- Distinguish the differences between grief reactions and trauma reactions.
- Examine the wide range of adverse experiences that can cause trauma reactions.
- Explore how trauma impacts brain functions of memory, emotional regulation, behavior and learning.
- Demonstrate how to be a caring, curious witness in the classroom to help trauma survivors heal.

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

Elementary Educators

Secondary Educators

School Administrators

Classical School Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

Required Materials

The Children of Trauma Guidebook: \$20

WORKSHOP ID: W01-INT

W, Aug 1

Introduction to SIOP: Sheltered Instruction Observation Protocol

During this one day workshop, participants will develop a basic understanding of the SIOP model and obtain new tools and knowledge to support English Learners in the classroom. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English Learners throughout the United States. (www.cal.org/siop/about) The SIOP Model consists of eight interrelated components; using instructional strategies, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

Outcomes

The participant will:

- Develop a basic understanding of components and features of the SIOP model.
- Obtain new tools and best practices to support English Learners in the classroom.

Presenter: Ryan Batson

Ryan is the Elementary Principal of Plymouth Christian Academy and also serves as the Curriculum and Instruction Administrator. Ryan is a Michigan Department of Education state presenter on Language and Literacy.

Intended Audiences

Early Childhood Educators
Elementary Educators
Secondary Educators
School Administrators
All Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: R02-TRA

TH, Aug 2 Trauma Series: Day 2: Courageous Classrooms

STARR Global Learning Network and National Institute for Trauma and Loss in Children (TLC) Certified Course

TRAUMA SERIES: **This is day 2 of a 2-part series. Though it is not required, it is highly recommended participants register for both days.**

Designed for educators working with students who exhibit problematic behavior, this course provides the Circle of Courage® framework for implementing its principles in a school setting.

Outcomes

After completing this course, participants will be able to:

- Understand the beginnings and foundational principles of the Circle of Courage® model, a model that utilizes simple classroom strategies to address misbehavior.
- Understand the link between misbehavior and misdirected energy and/or unmet needs.
- Identify strategies for implementing the Circle of Courage® model in learning environments in order to meet universal growth needs.
- Identify strategies for implementing the Circle of Courage® model in order to address misbehavior and teach values.

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 one on one.

Intended Audiences

Elementary Educators	Secondary Educators
School Administrators	Classical School Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

Required Materials

Workbook will be provided by trainer.

WORKSHOP ID: R02-BES

TH & F Aug 2-3 Best Practices in Language and Literacy

This is a two-day workshop. During this two-day workshop, participants will learn practical methods to teach English Learners (ELs). There will be an emphasis on fun activities, tools and best practices to reach all learners, especially English Learners.

Day 1

Understanding Academic Language
Maximizing Language Development
Analyzing SIOP Lessons Application

Day 2

Strengthening Language Objectives
Analyzing Language Objectives
Building Academic Vocabulary Application

Outcomes

The participant will...

- Develop an understanding of content and language objectives.
- Obtain new tools and best practices to support English Learners in the classroom.
- Review Marzano’s six step process for teaching vocabulary – adapted for ELs.
- Discuss and have a working knowledge of the WIDA Assessment and SIOP.

Presenter: Ryan Batson

Ryan is the Elementary Principal of Plymouth Christian Academy and also serves as the Curriculum and Instruction Administrator. Ryan is a Michigan Department of Education state presenter on Language and Literacy.

Intended Audiences

Elementary Educators Secondary Educators
Early Childhood Educators All Educators

Professional Development

Attendees will receive 12 SCECHs for this two-day workshop.

WORKSHOP ID: F03-SEE

F, Aug 3 Seesaw – Digital Portfolios for the Student by the Student

Participants will become familiar with Seesaw, an online tool that empowers students to independently document their learning and provides an audience for their work, gives families an immediate and personalized window into their child’s school day, helping to answer the question, “What did you do at school today?”, and saves teachers’ time on organization and parent communication, makes formative assessment easy, and provides a safe place to teach 21st Century skills. Karla leads teachers to understand the empowering tool for teachers and students to use. Learning the skills during the summer months allows teachers time to practice and play with the program, get used to it, and find ways to begin using it on day one when the school year begins.

Outcomes

Attendees will leave the workshop with Seesaw set up and ready to use in their classroom. Project ideas will be shared as participants become familiar with the tools available for classroom use.

Presenter: Karla Hardies

Karla presented this workshop in previous CUAA Summer Institute Workshops and participant reviews indicated high satisfaction.

Intended Audiences

Elementary Educators	Secondary Educators	All Educators
School Administrators	Classical School Educators	

Professional Development

Attendees will receive 6 SCECHs for this workshop.

Required Materials

Participants will need either an iPad or laptop with the Seesaw app downloaded. If participants do not have access to one, laptops will be provided.

WORKSHOP ID: M06-WOR

M, Aug 6 **Workshopping Biases To Be the Best Educators We Can Be**

When we teach all students, how can we be honest about the very real structural inequalities that plague some of them and not others? In this workshop, participants will be provided a safe space for discussing fears and concerns of educators to address the “yuck”- micro-aggressions, biases, and unintentional misunderstandings that widen, rather than bridge, the gap between teacher and student. Participants move forward in a journey of self-examination and compassion toward students whose backgrounds may be completely different from their own. This isn't for the faint of heart, but it is for those who have a heart for their students. Workshop will be hands-on, funny, and enliven your compassion for multicultural communities. Let's dismantle assumptions about marginalized groups in a judgement-free and evidence-based way.

Outcomes

Participants will:

- Become familiar with the most recent research supporting the need for teachers to examine both the personal and public barriers to teaching students from diverse backgrounds.
- Move beyond cultural competency and learn ways to practice self-reflection and self-examination about our own biases and privileges in a judgement-free context.
- Begin to dismantle assumptions about marginalized groups.
- Be inspired to share their experiences and engage fellow faculty in conversations about privilege, inequality, and racial tension in schools today.

Presenters: Adrienne (Beyersdorf) Riegle and Rachel (Roth) Tapling

Adrienne's graduate studies included small group processes and facilitation in higher education. Her doctoral dissertation research focused on race, ethnicity, and poverty and their relationship to women's infertility experiences. She has taught several sociology courses at the college level and is passionate about working toward racial reconciliation, bridge building, and positive childhood experiences, particularly for at-risk students. **Rachel** has an MA in Curriculum & Instruction. Her research and experience have surrounded tailoring instruction for specific populations. She has over a decade of teaching experience in diverse demographics and is committed to bridge building and cultural understanding. She writes education articles, blogs, and works in community advocacy in Metro Detroit. She teaches at St. Peter in Eastpointe and at Charity Lutheran in Detroit.

Intended Audiences

Early Childhood Educators Elementary Educators Secondary Educators

This workshop is for anyone (K12 educators in private or parochial schools) who is interested in bridge-building and especially for those who teach in diverse contexts or multicultural communities.

Professional Development Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: M06-APO

M, Aug 6 A Positive Mindset and the Importance of Positive Branding

Are you tired of others telling negative stories about education? A positive school climate can help beat the odds. Learn how to become a chief, positive storyteller, and bring back the positive in education. In this session, participants will learn research outcomes of positivity and how a positive climate promotes success. More importantly, participants will leave with easy-to-implement ideas to brand your classroom or school and create a culture of appreciation, care, and success. The afternoon portion of the workshop will help participants strengthen social media branding skills to take network and branding to the next level.

Outcomes

Participants will:

- Gain a strong understanding of research on the power of positivity.
- Leave with activities to support positive branding and culture for the building, staff, and students.
- Gain a stronger and better understanding of how to use Twitter for both branding and professional learning.

Presenter: Dr. Shanna Spickard

Dr. Shanna Spickard is a middle school principal and CUAA instructor. She has presented this information as district professional development for Milan Area Schools and at the state level with MEMSPA. In addition to her work with MAS and CUAA, Shanna has an active leadership role with both state (MEMSPA) and national (NAESP) principal associations and speaks at both annual conferences on education and leadership topics. As a life-long, passionate learner seeking to make a difference in teaching and learning, she enjoys mentoring others and encouraging educators to stay positive.

Intended Audiences

Early Childhood Educators Elementary Educators
Secondary Educators School Administrators
Any Educator or Administrator

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: M06-IMN

M, Aug 6 I'm Not an Entertainer; What Should I Do?

Teaching is not entertainment, though it sometimes can seem like it! Building on key concepts such as using workshops, technology, flipped instruction, and project-based learning, teachers with all personality types can be successful and at the same time entertain their students. Participants will learn active learning techniques, using their own personalities and skills as a base.

Outcomes

Participants will be able to:

- Identify their own strengths and weaknesses to develop teaching strategies that are active and engaging.
- Develop ways to use these strategies within the context of their own teaching assignment.

Presenter: Kevin Mowrer

Kevin Mowrer is the Director at Early College at Perry Meridian High School. He presented this workshop in previous roles.

Intended Audiences

Elementary Educators

Secondary Educators

School Administrators

All Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: T07-RES

T Aug 7

Restorative Series: Day 1: Introduction to Restorative Practices

International Institute for Restorative Practices (IIRP) Certified Courses

RESTORATIVE SERIES: **This is day 1 of a 2-part series. Though it is not required, it is highly recommended participants register for both days.**

Schools in the state of Michigan are now encouraged to use Restorative Practices before suspending students. During this course, you will learn a range of strategies you can use every day with students in your classroom. You'll learn how to set high expectations while being supportive. You will practice how to provide direct feedback and how to ask questions that foster accountability. You will also learn the most effective methods to resolve common conflicts between students, between you and a student, and disruptions in the classroom as a whole.

Outcomes

Participants will:

- Learn about the Social Discipline Window and the importance of matching high expectations with high support
- Discuss the Compass of Shame and Re-integrative Shame
- Learn and Practice the Psychology of Affect
- Learn and Practice the Restorative Practices Continuum

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 the Restorative Practices framework. 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 educators to establish healthy relationships with their students individually and as a group in the classroom.

Intended Audiences

Elementary, Middle, and High school teachers

Professional Development

Attendees will receive 6 SCECHs for this workshop.

Required Materials

The Restorative Practices Handbook \$10

WORKSHOP ID: T07-COM

T, Aug 7

Communication Strategies: How to Use Them to the Educator's Advantage

Like location is to success in real estate, communication is key to effectiveness in education. Without understanding how to navigate angry emails, upset stakeholders, and negative feedback, teachers and administrators will be challenged to achieve their primary goal: educate students. This workshop will focus on the many types of communication, including electronic and non-verbal, and how to use them to the educator's advantage.

Outcomes

Participants will:

- Gain a better understanding of communication and themselves.
- Be able to use this understanding to communicate more effectively.

Presenter: Kevin Mowrer

Kevin Mowrer is the Director at Early College at Perry Meridian High School. He presented last year at CUAA Summer Institute on this topic and participants rated it highly.

Intended Audiences

Secondary Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: T07-APP

T, Aug 7 Applying Hands-On STEM Skills in the Classroom

STEM is such a catchy acronym in today's world, but what does it really mean? This workshop will focus on the importance of preparing students for a STEM-based world and will walk teachers through what that process looks like from Kindergarten through high school. The morning will be spent on educating the participants about STEM itself while the afternoon will focus in assisting participants as they modify and construct lessons and units to focus on cultivating STEM-based science skills rather than only rote head knowledge.

Outcomes

Participants will develop engaging mini lessons and activities based upon the Michigan K-12 Science Standards and their school's local science curriculum. The focus will be to have teachers begin with the lessons they already have and modify them to help students develop deep level processing skills at any age. Student use of technology will be incorporated into lessons and teachers will leave with lessons/units ready to use in their classrooms without the use of a science lab.

Presenter: Kristi Baughman

Kristi researches and analyzes best practices in preparing students for STEM-based careers. She has been teaching science for 20 years in classrooms from 2nd through 12th grade. She began her teaching career in a K-8 Lutheran school in Indiana where she built the school's science curriculum from scratch and later moved to Michigan where she teaches Life Science classes at Lutheran High School Northwest in Rochester Hills. Kristi played a pivotal role in adding Honors Anatomy and Physiology and Environmental Science courses into Northwest's curriculum.

Intended Audiences

Elementary Educators
Middle School Teachers

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: W08-RES

W Aug 8 Restorative Series: Day 2: Using Circles Effectively

International Institute for Restorative Practices (IIRP) Certified Courses

RESTORATIVE SERIES: **This is day 2 of a 2-part series. Though it is not required, it is highly recommended participants register for both days.**

The training on this day is devoted to teaching attendees to facilitate 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 and build community between students and the teacher. 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

Participants will:

- Review briefly the first 2 parts of the Basic Restorative Practices
- Gain knowledge in the types of circles that can be used in the classroom
- Practice setting up circles
- Practice facilitating their own circles

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 the Restorative Practices framework. 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 educators to establish healthy relationships with their students individually and as a group in the classroom.

Intended Audiences

Elementary, Middle, and High School Teachers

Professional Development

Attendees will receive 6 SCECHs for this workshop.

Required Materials

Restorative Circles in Schools: Building Community and Enhancing Learning \$10

WORKSHOP ID: W08-HAR

W, Aug 8 Hardest to Love: Reaching and Teaching Your Toughest Student

Many students who walk into our classrooms each day are dealing with more and more every day crises like wearing the same clothes for multiple days, lack of food or permanent housing, caring/cooking for themselves and various types of traditional abuses. This workshop will provide educators with easy-to-implement strategies to help them reach and teach students who have had repeated exposure to adverse childhood experiences. It will begin with a proactive approach of relationship building and de-escalation strategies, move into classroom management ideas and finish with ways educators can care for themselves to help combat compassion fatigue which many suffer from, but don't even realize it.

Outcomes

Educators will learn a variety of strategies that can be put into place quickly to help create a positive learning environment for all students. Several of the ideas will be woven into the structure of the course so participants can experience them and see them being modeled (opportunities to respond, positive reinforcement, mindfulness, restorative practices, team building, management ideas, etc.). Information will be presented through PowerPoint, handouts, videos and participant interaction/participation.

Presenter: Ria Cole

Having been an assistant principal in an at-risk school for 12 years, Ria spends much of her day working with students who live in crisis which affects how they interact with other students/adults and learn. Ria guides her staff in teaching students the social skills and content while being a parent, social worker, doctor, mediator and any other hat they are asked to wear in a particular moment. She has presented many of these topics to her staff in order to add to their "bag of tricks" while guiding diverse and challenging students to be more successful each day. Ria has presentation experience at Wayne RESA and the MAPSA and MRA conferences.

Intended Audiences

Early Childhood Educators Elementary Educators Secondary Educators
Behavior Interventionists Classical School Educators School Administrators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: R09-SUP

TH, F Aug 9-10 Supporting English Learners in Secondary Classrooms

This is a two-day workshop. English learners are the fastest growing subgroup in American schools. These students face great challenges in middle school and high school as they learn English alongside of academic content. Secondary teachers, too, face the challenge of supporting ELs while maintaining high expectations and teaching rigorous content standards. In this participatory workshop, you will learn many strategies for promoting English language development through your subject area content, making the content comprehensible for English learners and helping them reach their full potential.

Outcomes

Participants will learn and practice strategies for promoting oral language development, teaching vocabulary, scaffolding reading and writing, accommodating assignments and tests, and planning lessons in order to support English learners in secondary (6-12) classrooms.

Presenter: Kendra Seitz

Kendra is an ESL Consultant at Rochester Community Schools and Adjunct Instructor at Concordia University Ann Arbor. She presented this topic as a professional development series over five two-hour sessions to staff at Rochester Community Schools during the school year.

Intended Audiences

Secondary Educators

Professional Development

Attendees will receive 12 SCECHs for this two-day workshop.

WORKSHOP ID: R09-CRE

TH, Aug 9 Creating a Cohesive Staff: "BIG 10" Team Building Ideas You Can Replicate

Do you need a good "Back to School" kickoff or staff meeting idea that can help you team build and create a more cohesive culture? This session is for you! Leave with 10 creative ideas you can easily replicate for your own staff/buildings. Model fun, innovative learning for your teachers. Modeling innovative and creative learning practices is key if administrators want their teachers to take risks and do the same for their students. Coming up with fun, creative staff learning ideas can be a challenge; attend this workshop to leave with proven practices of effective teambuilding.

Outcomes

Participants will leave with great resources to save time and bring life to their staff learning sessions (meetings). Students can only be as excited about learning as their teachers, and teachers can only be as excited as their administrators. Create an exciting place to teach and learn! Participants will learn:

- 1) Why a positive, cohesive culture is important to satisfaction and teacher productivity.
- 2) 10 engaging staff team building sessions with resources to take back and replicate.
- 3) How they can find time to incorporate these activities into their own buildings/districts.

Presenter: Dr. Shanna Spickard

Shanna is a principal at Milan Area Schools and implements the "Big 10" principals with teams she leads. Shanna is also a Concordia University adjunct instructor. In addition to her work with MAS and CUAA, Shanna has an active leadership role with both state (MEMSPA) and national (NAESP) principal associations and speaks at both annual conferences on education and leadership topics. As a life-long, passionate learner seeking to make a difference in teaching and learning, she enjoys mentoring others and encouraging educators to stay positive.

Intended Audiences

School Administrators
Department Heads
Team Leaders

Professional Development

Attendees will receive 6 SCECHs for this workshop.

WORKSHOP ID: R09-REA

TH, Aug 9 Reading Workshop 2.0: Using Technology to Enhance Reading Instruction

This invigorating workshop is broken into three sections: Skills we want K-5 readers to have, Assessments, and Free or Low-Cost Resources. Each of these sections have multiple ways to reach young readers through technology. Attendees will experience first-hand how to implement the apps and sites shown and begin to build a library of examples for their classrooms.

Outcomes

The attendees will leave with multiple ways to reach young readers through technology. They will have time to explore and practice how to use the apps and websites shown and begin to build their library of examples for their classrooms.

Presenter: Mary Ledford

Mary Ledford works at Saline Area Schools at Woodland Meadows Elementary. She has presented twice at MACUL on this topic (and several others), once at a one-hour session and a second time at a four-hour pre-conference session. She has also presented out of state on this topic: Downingtown Technology Conference in Pennsylvania and at FETC, the Florida Technology Conference. She has presented at multiple other smaller conferences on topics that includes computer coding, technology integration for math and writing, STEM and Literacy.

Intended Audiences

Early Childhood Educators
Elementary Educators
Classical School Educators

Professional Development

Attendees will receive 6 SCECHs for this workshop.

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