

Community of Learners Packs

21st Century Classroom Community

A safe classroom filled with excited, enthusiastic, and eager students provides the best possible atmosphere for teaching and learning. This cluster focuses on how to develop a positive, working community that values thinking, learning, collaborating and ensuring every student has a voice. Throughout these sessions, you will develop skills and be provided with strategies necessary for establishing and maintaining a strong classroom community which supports safe risk-taking and deep learning.

Hours: 10.5

Topics include:

- Building classroom norms
- Class-building activities
- Social skill building
- Effective strategies for cooperative classrooms
- Assessment in cooperative classrooms

Community Building

A positive and nurturing community is a necessity when creating a classroom that supports the 4Cs for digital age learning: communication, collaboration, critical thinking and creativity. This session provides you with strategies to build and use classroom norms. You will create a library of class-building activities for your grade level that can help you build a caring, sharing classroom community.

Cooperative Classroom I

Cooperative grouping a challenge in your classroom? Students don't have social skills necessary for working in groups? One student is doing all the work? In order for students to successfully interact in cooperative groups, teachers must structure the classroom for cooperation. This session engages you in a cooperative-learning experience and demystifies the approach by breaking it down into four elements and closely examining each. At the end of the session, you will outline a cooperative-learning experience to use in your classroom that contains the structure for successful student interaction.

Cooperative Classroom II

While research shows collaboration can positively impact student achievement, building and sustaining a cooperative classroom takes practice and skill. What changes would you like to see as you implement cooperative learning in your classroom? In this session you will develop a personal learning focus, conduct research around the focus and develop a plan for implementation. The session will also afford you the opportunity to examine your beliefs around group grades. The Norms of Collaboration© (from the Center for Adaptive Schools) will be introduced as a way to help classroom cooperative groups function at a higher level.

Powered by Technology Packs

Digital Age Literacy

So many tools! So much information! How do students learn how to properly wade through the tools and information that they encounter? There are many aspects of safety and proper use that need to be addressed by teachers and students. This cluster examines some of the issues that may arise as well as the proper procedures needed to help technology be fully utilized as a teaching and learning tool.

Hours: 10.5

Topics include:

- Managing a technology-rich learning environment
- Effective internet searching
- Curating internet resources
- Evaluating internet resources for accuracy and validity
- Digital copyright

Safety

Feeling a little uncertain about the issues you might face as you integrate technology into your classroom? During this session you will examine the burning issues that arise in technology-rich classrooms in the areas of instruction: time and behavior management; resources and materials management; hardware management and safety; Internet safety. You will create a Classroom Use Policy (CUP) to provide structure for students around their technology use. Providing a CUP will give students a clear picture of expectations and consequences if policies are violated.

Information Literacy I

The Internet has opened up a vast new world of information. This fantastic resource for education brings with it a set of new challenges for both teachers and students: finding relevant information and making sure that information is valid and accurate. This session will equip you to search effectively and curate resources for future reference. Tools and strategies to use with students as they explore the web will also be provided.

Information Literacy II

Students equipped with smartphones and personal devices are quick to open up their web browsers when seeking information. But do they realize that absolutely anyone can publish on the Internet? Evaluating information might be the most important skill citizens of the digital age can possess. During this session, you will learn how to evaluate websites for accurate and valid information and how to follow copyright laws when using information from the Internet. You will also explore creative ideas for teaching these skills to your students.

Powered by Technology Packs (continued)

Making and Publishing Movies

Everywhere you look you see media trying to convey a message. The world is full of digital media. The need for students to understand and use this media is a valuable skill in today's society. This cluster introduces images and utilizes the creation of movies as a way for students to develop the ability to convey a message as well as interpret, analyze and create digital media.

Hours: 9.5

Topics include:

- Reading and interpreting media images
- Creating digital images that convey meaning
- Using digital images in instruction
- Digital moviemaking for the classroom from planning to creation to assessment

Visual Literacy

Our students are bombarded with images. As the use of visual media becomes more prevalent, the ability to understand and use images to communicate becomes an important skill for students. During this session, you will explore strategies for reading and interpreting a variety of images. Additionally, you will learn to use online tools and applications to create images that convey meaningful messages. Before you leave the session, you will have a plan for incorporating meaningful images into an upcoming lesson.

Planning and Creating a Movie

With the rise of free online tools and publishing sites such as YouTube, moviemaking has become available to everyone. Your students find moviemaking engaging, but you also want them to learn key skills and content. In this session, you will plan and produce your own movie. Along the way, you will collect scaffolding tools and strategies that can help your students create movies that are well designed, deliver a meaningful message and address your course content.

Powered by Technology Packs (continued)

Digital Tools for the Classroom

Everywhere you look you see media trying to convey a message. The world is full of digital media. The need for students to understand and use this media is a valuable skill in today's society. This cluster introduces images and utilizes the creation of movies as a way for students to develop the ability to convey a message as well as interpret, analyze and create digital media.

Hours: 10.5

Topics include:

- Interactive whiteboards
- Effective use of presentation tools
- Effective use of tools for data collection, analysis and display

Whiteboards for Interactive Learning (basic, intermediate, advanced)

Interactive whiteboards have become commonplace in modern classrooms. Are you getting the full benefit of your board, or has it become an expensive projector? You can use your board for interactive student learning! This session may be geared to the beginner, intermediate, or advanced SMARTBoard user. Do you need to learn the basics of using your board? Do you need to plan and develop interactive activities? Or are you ready to explore topics such as "flipping" your classroom with the aid of interactive board recording software? Pick the level to meet your needs.

Presentation Tools

Not another PowerPoint! Have you had that thought as you sat through presentations with students reading uninspired content slide after slide? There are better applications of presentation software and online tools. They can be used to support authentic tasks where the goal might be to inform or persuade an audience or to communicate through personal expression. During this session, you will consider implementation of a variety of presentation tools that advance technology use beyond substitution and address Common Core Standards for Speaking and Listening. You will explore a variety of tools and create a presentation for use in your classroom.

Making Meaning with Data

With the rise of computing came the rise in big data. Workers who have the ability to analyze data, find patterns and display data in creative ways are in high demand. Data analysis is a skill everyone needs to maneuver in this world of information overload. Can you and your students select, collect, analyze and communicate with data? During this session, you will work through an authentic task (appropriate for student use) that involves collecting, analyzing and presenting data. In addition, you will develop plans to implement data collection and analysis in your classroom based on the content and skills to be taught as part of your grade-level standards.

Powered by Technology Packs (continued)

Connected Classrooms

Technology can make what was once impossible become your reality: a boundaryless classroom. This cluster explores ways that your classroom can go beyond its four walls to become a part of the global society by collaborating and communicating with parents, experts, and other classrooms.

Hours: 9.5

Topics include:

- Creating a classroom website or collaborative environment
- Classroom projects that support digital collaboration with others outside your classroom

Creating a Classroom Website

Would you like an efficient way to communicate with parents or guardians, other colleagues, and the global community? What about a tool that enables you to publish information such as learning resources and student work? A class website can fulfill all of these needs while enhancing your instructional effectiveness and saving time in a variety of ways. This session guides you through planning and developing an attractive and effective classroom website or collaborative learning environment.

Global Collaboration

Perhaps the most powerful potential of a wired classroom is the opportunity to connect students with others around the world. Global collaboration can help students understand viewpoints of others who live in much different cultures. Students can connect with experts in a variety of fields or work with a team of students from different areas to solve a common problem. During this session, you will consider projects, lessons and activities that support global collaboration while promoting student communication, interaction, and engagement with individuals outside the classroom.

Authentic Learning Packs

Authentic Project-based Learning

What might be your most memorable learning experience? More than likely, it was connected to a relevant, authentic problem or task. Research shows the positive impact of real-world, project-based experiences on student learning. This cluster focuses on the elements that structure a good project as well as the process for creating authentic learning experiences for your own classroom.

Hours: 10.5

Topics include:

- Experience PBL from a student perspective
- Design an authentic task to support a PBL lesson
- Design a PBL lesson for your classroom

Project Based Learning 1

Project-based learning (PBL) has the power to capture your students' interest in ways not possible with traditional lessons. The challenge is to maintain a focus on learning standards while engaging students in real-world issues. This type of high-quality lesson design is necessary to create meaningful learning experiences. This series of three PBL sessions will help you begin the process of creating dynamic PBL tasks designed to focus on learning standards. During session one, you will gain insights into the PBL process by participating in a PBL experience, and you will write an authentic task for your PBL unit.

Project Based Learning 2

In the second session of this PBL series, you will consider the planning that goes into a well-designed, high-quality lesson. What is it you really want students to learn during the experience? You will identify standards for your authentic task and outline what students should know, understand and do. As you determine the learning behaviors and noncognitive skills you would like to focus on while addressing identified standards, you will be planning to ensure students gain key knowledge and understandings through your learning activities.

Project Based Learning 3

During the third session of the PBL series, you will develop questions to drive your PBL unit. You will also outline classroom activities to complete with students in order to meet the targeted standards and match the questions you have planned. Throughout the session, you will consider where and how to infuse technology that will enhance learning activities. In the end, you will have created a PBL experience for your classroom that will engage students and address learning goals.

Authentic Learning Packs (continued)

Learning through Inquiry

People are curious by nature. "Why?" is a question that you frequently hear from students. How can you capitalize on that natural curiosity and nurture students' sense of wonder about the world? In this cluster, you will explore how people learn and consider how to guide your students through the inquiry learning process.

Hours: 10.5

Topics include:

- Constructivism as a pedagogy for your classroom
- Participate in an inquiry-based experience
- Strategies for student questioning to guide inquiry
- Develop an inquiry-based task for your class

Constructivism

Looking for ways to actively engage your students in learning? In constructivist classrooms, learners develop knowledge by participating in activities and experiences through social interaction and collaboration, followed by reflection. In this manner, learners actively create knowledge. This session is designed to help build an understanding of constructivist principles. You will reflect on and explore your own educational belief system, observe a constructivist classroom and participate in a constructivist experience. Finally you will add some principles of constructivism to an activity for your own classroom.

Inquiry I & II

Inquiry lessons allow students to generate and explore their own questions while providing intentional opportunities for students to imagine, design, and create. How do you give students these opportunities and still meet standards? You will experience inquiry and explore teaching pedagogies while designing a school for the future. This inquiry experience models the use of student questions to guide inquiry. You will consider inquiry as a mindset, explore a variety of strategies to help students generate questions, and develop an inquiry task for your class.

High-Quality Lesson Design Packs

Supporting Student Learning with Scaffolds

Supporting students as they strive to achieve learning goals is a primary objective throughout the instructional day. Temporary scaffolds provided at specific points in the learning process help students build on what they already know and push their thinking to higher levels. This cluster investigates ways to support students with tools and organizers so that they can extend their thinking and maximize learning.

Hours: 7

Topics include:

- Locating scaffolds to support student inquiry and investigation
- Use digital tools to create scaffolds
- Consider the use of graphic organizers to scaffold thinking

Scaffolding

During this session, you will explore instructional scaffolding tools and key points in a unit where scaffolds might be included to meet diverse learner needs. When planning inquiry-based instructional activities, teachers need to consider diverse learner needs. One way to support diverse learner needs during student investigation and inquiry involves the use of scaffolds to provide a temporary support structure for students when they need it; scaffold use can then be phased out as students gain experience and skills.

Tools for Thinking

To be successful, today's students must learn to process new information rather than master a slate of prescribed material. They are required to discern which information is important, process information, connect information to prior learning and apply it to future experiences. One way to accommodate the level of thinking required for these tasks is the use of graphic organizers that provide learners with a visual model for information management. This session targets ways to use digital tools to create electronic concept maps, organizers and webs that are designed to scaffold learning.

High-Quality Lesson Design Packs (continued)

Assessment as Learning

How do teachers make informed decisions that guide instruction? This cluster focuses on the value of assessment as an instructional decision-making tool. Participants will go through the process of determining what selected standards are asking of learners and how to best determine if those objectives have been met. They will explore the various purposes, methods and instruments of assessment and learn how to modify and use these tools to support the process and progress of learning.

Hours: 7

Topics include:

- Modify and use assessment tools to support the process and progress of learning - assessment as learning
- Bring down standards to develop learning targets
- Use digital tools to create assessments for five purposes of assessment

Assessment I

The role of assessment in education is shifting to one that informs and supports learning rather than simply serving as a final evaluation of what was learned. Effective assessments take place before, during and after a unit to allow for measures of prior understanding, instructional decision-making and determining learning growth. During this session, you will be introduced to the various purposes, methods and instruments available to successfully use assessment for and as learning. You will learn to modify and use assessment tools to support the process and progress of learning.

Assessment II

Assessment isn't helpful if it doesn't inform learning and guide instruction. Too many times we assess a variety of factors other than what students have learned while targeting standards. In this session, you will develop learning targets by identifying what students need to know, understand and do to demonstrate mastery of a standard. You will then locate and develop digital tools to help you assess student progress toward these learning goals.

High-Quality Lesson Design Packs (continued)

Student-Centered Learning

Meeting the diverse needs of all learners is a big concept in education today, but how do you know what those needs are and how you might best meet them? This cluster explores ways to determine student needs and how we can design lessons to make sure that learning for all students is at the forefront of instruction.

Hours: 10.5

Topics include:

- Determine teacher and student learning styles and consider effect on instruction
- Develop a tool to gather student data to inform instruction
- Use student data to plan strategies for differentiation

Student-Centered Instruction

Dealing with the variety of learners that come into our classrooms each day is one of the biggest challenges for every teacher. This session focuses on understanding your students as learners and your own style as a teacher. You will explore methods for gathering data that will improve understanding of where students are in areas that affect their learning including readiness and background knowledge, interest and learning preferences. You will begin developing a tool to gather student data in these areas in order to inform teaching practices.

Planning with Students in Mind

When diverse learning needs are considered during instructional planning, students have the potential to become self-directed learners who can produce knowledge and think critically. You will use information from the prior session to create a digital assessment instrument that can be used to determine learner needs in the areas of readiness, interest and learning profile. This data can be used to help you design instruction that meets the needs of the diverse learners in your classroom.

Differentiation

The third session of the student-centered learning series comes full circle by providing you with strategies for using the data collected with your assessment tool in order to meet the diverse needs of your students. You will explore the three areas of differentiation and how learners vary from one another. In addition, you will investigate and identify teaching strategies that work well in a differentiated classroom, match differentiation strategies to your student learning profiles and plan to apply those strategies within a lesson. You will also explore uses of Google Forms as a classroom tool.

High-Quality Lesson Design Packs (continued)

Instructional Design for Effective Technology Integration

Designing quality instruction is a primary objective for every teacher. But how can you make sure that you are actually accomplishing that goal? This training series navigates the process for planning instruction that incorporates community of learners, authentic learning, and high quality lesson design that is powered by technology. It doesn't stop, however, with design. The final session in the series also incorporates a proven protocol that teachers will use to examine and improve lessons as well as the learning process.

Hours: 10.5

Topics include:

- Design a lesson around the four pillars of the eMINTS Instructional Model: community of learners, authentic learning, high-quality lesson design, powered by technology
- Identify key student data to inform instruction and develop an instrument to collect data
- Implement the unit and collect student data
- Employ critical friends process to interpret data for lesson redesign

Unit Design I

In this series of three training sessions you will build lesson design skills while developing a unit grounded in the four pillars of the eMINTS Instructional Model: community of learners, authentic learning, high quality lesson design, powered by technology. This process is a modification of the Japanese lesson design model and involves three steps 1) teachers design an original unit of instruction 2) teachers implement the unit in the classroom and gather data about student learning 3) critical friends discuss data collected to guide interpretation of data that can be used to improve the unit. In this first session you will develop the unit of instruction.

Unit Design II

Collecting observation data on student response and behavior during a lesson provides valuable information. Since you cannot see and hear everything that occurs with students during a lesson, your instructional decisions must be made based on the limited observation data you gather while teaching, in addition to outcome results. Asking colleagues to collect specific data provides you with information you would not normally be able to obtain. During this session, you will identify the sections of your lesson you would like observed and the data you would like to collect during the observation. In addition, you will learn about the role of the observer, how to prepare for the observation and what you will do with your data after the observation is complete.

Unit Design III

During this session you will share the data collected while teaching your unit and participate in reflective discussions with your Critical Friends Group. Collaborative reflection leads to a deeper understanding of instructional practice and leads to stronger lesson design. You will be given time to edit to your unit based upon feedback received.

High-Quality Lesson Design Packs (continued)

Designing and Managing Online Lessons

Implementing a one-to-one environment? Wondering how you might achieve a paperless classroom? In this cluster you will design an online paperless lesson that encompasses the characteristics of high-quality design. Develop the skills to create short, daily lessons and activities that incorporate online communication, collaboration and productivity tools that support student learning.

Hours: 12

Topics include:

- Design a fully online, paperless lesson using high-quality lesson design
- Incorporate digital tools for student communication, collaboration and productivity

Designing and Managing an Online Lesson

Implementing a one-to-one environment? Wondering how you might accomplish a paperless classroom? In this session you will design an online, paperless lesson that encompasses the characteristics of high-quality design. Develop the skills to create short, daily lessons and activities that incorporate online communication, collaboration and productivity tools to support student learning.

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