

Fire Up 2014 Conference

Aquinas College

10/20/14

Professional Development Notes

1. Session 1: Authentic Education
 - a. Presenter: Trevor Muir
 - b. Notes from first session
 - i. Process/Steps
 - ii. It's more important to teach students on how to find information vs. know it (Recall)
 1. Don't waste your brain space.
 2. Teach them how to find credible sources.
 - iii. Students would with collaboration- project based learning
 - iv. Authentic Vs. Applicable
 1. Ex. Students creating a project to help Haiti while studying Imperialism
 2. Ex. Students recording history by taping WWII veteran's stories and broadcasting their showcase at the Wealthy Theater.
 - v. Service Learning- Reasons to have a Service Learning mindset for education
 1. Empowers Students
 2. Broadens Global Perspective
 - a. Working with people from across cultures.
 3. Promoting diverse learning experience.
 4. Purpose beyond the classroom.
 5. Creativity/Innovation
 6. Discovery ones passion.
 7. Active Learning: part of the learning experience
 8. Memorable- diving deeper in learning
 - a. More purposeful for student
 9. Cross Interdisciplinary
 - a. Personalized learning
 10. Collaboration
 11. Confidence to act!
 - a. Improvement in academic performance when students feel it's their duty to be active in the learning setting.
 - vi. **Big Idea: Changing the student's mindset to get students engaged in their learning and give them a purpose to learn.**
 - vii. Project based learning is handwork

1. Takes a lot of time and investment, but it's worth to see the students be engaged with active learning.
2. Making learning realistic.
 - a. Look at the standards and combine them to make theme, which can be related with a project.
 - i. Problem based learning implies authentic education.
- viii. Create lesson plans that applies with this mindset- the planning process for Project based learning.
 1. Authentic education
 2. Process
 - a. More Content
 - b. Jigsaw- find a topic-present it to other colleagues (via twitter or in your department)
 3. Authenticity of Education
- ix. **Big Idea: Run ideas through your colleagues via Twitter**
- x. **Big Idea: When creating a project based learning, have an identified authentic audience for the students to share their work with**
 1. **Ex. Having students work with the Sec. of State office to make marketing strategies**
 2. **Ask business and Professional to come into your classroom to show students "Real learning."**
 - a. **It only takes a connection- phone call, email, tweet etc. to invite business into the active learning of project based learning.**
 - i. **How could they say no to students?**
 1. **This gets the students pumped.**
- xi. **Big Idea: With authentic education, it's important to show and share your passions lie with your students and have your students to share their passions.**
 1. **This will foster the idea of project based learning and make education authentic as it should be.**
- xii. **It's crazy to see the creativity of young adults. We need to give them a chance to demonstrate their authenticity in the class.**
 1. **Drives learning**
- xiii. Algebra/Physics class
 1. **Superhero project**
 - a. **Students created original superheroes from different physics/math concept backgrounds and share them with children at the DeVoss Children hospital.**
- xiv. **Math**
 1. **Students are learning how to budget.**
- xv. **"Quote: Teaching is a creative Profession...serve somebody" Sir Ken Robinson**

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xvii. Welcome anyone to come observe Kent Innovation High

2. Session 2: How to efficiently manage difficult educational situations
 - a. Presenter: Dave Feenstra
 - b. Notes on session:
 - i. In order to earn a teaching position, it's important to elaborate on what you can bring to the table for the school/district/community. Resource
 1. Involvement with Extracurricular activities
 - ii. Talks with parents
 1. Make it personal
 2. "Sorry you feel that way."
 3. Make sure your praise the students on their good behavior and have a strong connection with parents at the beginning.
 - a. Do not call home every time when the student misbehaves.
 - b. Call home when you see them doing the right thing in class to have parents on your side.
 4. Contact parents during their thinking state rather their emotional state.
 - iii. Make reasonable accommodations
 - iv. Have a positive attitude and detach yourself from the situation with emotions/bias.
 - v. Entitlement
 - vi. Motivation/engagement
 - vii. Each classroom has a different culture and you can tell the school culture when certain students are not there.
 - viii. Use your schools resources when stuck with a difficult decision.
 1. Talk with other teachers, colleagues and administration to assist you.
 - a. You are not supposed to know everything, but it's important to ask for help as soon as possible.
 - b. Find a connection with another colleague.
 - ix. We are all humans, so the key things is to use approximate non-verbal communications and have a strong filter.
 - x. Diagnosis misconceptions and what we see in the classroom.
 1. Ask for help when you can make a difference in a student's life with their behavior and/or organization.
 - xi. Big Idea: Take the student perspective in class and notice their habits outside of the classroom with their peers and in their natural habitat.
 - xii. "Actions are more than words."
 - xiii. Focus on the control on the classroom and own up to problem/solution
 1. Self-reflection/responding

- xiv. Teacher: “Own up to your part” on the student/teaching contract.
 - 1. Model what you want the student to do in the classroom/society.
 - xv. Be consistent with what your classroom expectations are and make sure the students understand it’s not the severity of the consequence that reduces their behavior.
 - 1. Inevitability
 - 2. When you say you will do it, you will take ownership.
 - xvi. Big Idea: Pick your battles and don’t make it personal.**
 - 1. Address the whole class on the situation to let them what the teacher is expecting.**
 - a. Modeling**
 - i. Model what you want the students to do in your classroom.**
 - xvii. Big Idea: Teachers have a powerful impact on student’s education.**
3. Session 3: Flip, Blend and Remix: Technology Integration in the Classroom
- a. Presenter: Janine Campbell
 - b. Notes on session:
 - i. Teachers uses social media for professional development and making connections to form Professional Learning Networks (PLN).
 - 1. Connecting with others.
 - 2. Ex. Twitter, Facebook, Blogs
 - a. Twitter- great way to collaborate with education chats, like #edchat, #miched etc.
 - 3. Helps you collaborate and share ideas with other educators.
 - 4. How to document material.
 - ii. Learning management systems
 - 1. Schoology
 - a. Instant feedback to students (Instantaneous feedback).
 - iii. Sharing your students work with the world.
 - 1. Advocating for your students learning.
 - 2. Share your students work.
 - iv. Digital→Traditional→Digital...
 - v. Backward Design Cycle
 - 1. Think→Plan→Do→Act→Reflect→Revise→Redo→Review→Reflect...
 - vi. Students google you on the internet. Take control on your online presence.
 - vii. Google forums
 - 1. Allow students to fill out to take a survey to see what they want to get out of the class.
 - viii. Blended Learning
 - 1. Give students the choice for flexibility/demonstrate their learning.

2. This offers a student centered learning process. Students can go back or move ahead at their own pace through a learning management system (LMS).
3. Allows instant data and feedback.
4. Reduces handouts and paper.
5. Prepares students for future learning
 - a. It's important to teach students skills they will need to adapt when working with technology.

ix. Final Tips for Success with Digital Tools

1. Be Prepared!

- a. **Always have a backup plan with technology fails.**
- b. **Always test it out at school before using it.**

2. Be Flexible!

- a. **If the project is not going as your predicted, try something else or move in a different direction.**
- b. **Talk with your tech department to find solutions to problems you encounter.**

3. Be Open!

- a. **Be open to learn new things and also to know when it going work for you and what is not.**
- b. **Be open to let students chose the tools they want to use in the classroom since you can also learn from them as well.**

4. Be Responsible!

- a. **Know and follow your school's acceptable use policy concerning technology.**
- b. **Make sure you align your use of technology to your districts expectations and work with your tech director when developing new initiatives.**
- c. **Do not post students images with parents permission.**
- d. **It's important to have all involved parties on board when deciding to integrate technology into the curriculum, so may want to talk with teachers, administrators and other interested parties as you make decisions for your classroom.**

4. Session 4: ADHD

a. Presenter: Monica Michael

- i. Notes from session:
 1. Some children display signs of ADHD before the age of 7.
- ii. 16% fewer receptors of dopamine in the receiver neuron reuptake.
- iii. Possible 6 different types of ADHD.
- iv. Students look like (outside)
 1. Poor sleeper

- 2. Disorganized workspace/cluttered
 - 3. Hypersensitive to environment.
 - v. Constants
 - 1. Stimulant meds- never a solo treatment.
 - a. Also the child could go through counseling and therapy to talk their problems out load with an adult.
 - b. Side effect of medicine: Doesn't work for everyone.
 - vi. 60% of ADHD cases carry over into adulthood.
 - vii. Need better intervention methods to help battle with ADHD in the classroom.
 - 1. We do not know everything about ADHD.
 - a. Growing research field.
 - 2. Lack of nutrients/lack of appetite.
 - a. Stunting of growing.
 - viii. It's important for both teachers and parents be on the same side when dealing with a child with ADHD.
 - 1. Parent and Teacher observations of child.
 - 2. Be patient and supportive
 - 3. Honor the parents decision
 - 4. Use fewer words, bullets, and visualize while presenting to parents.
 - 5. Accommodate and help the student out in your classroom.
 - ix. Ways to help with ADHD
 - 1. CPT
 - 2. Chiropractic
 - 3. Neurofeedback
 - 4. Low calorie diet
 - a. Say yes to good fats.
 - i. Nuts and fishes.
 - b. Low sugar
 - c. Higher fiber
 - x. **Review:**
 - 1. Understand the challenge with ADHD**
 - 2. Advocate**
 - 3. De-stress the environment**
 - 4. Model/normalize healthy choices**
5. Session 5: Solving Adolescent Behaviors Problems & Classroom Management Tips
- a. Presenter: Dave Foley
 - b. Notes from session:
 - i. Goal: Spend your time teaching rather than dealing with discipline.**
 - ii. Develop a game plan for your classroom.
 - 1. Take charge of the classroom when the bell rings.
 - 2. Have a discipline plan
 - 3. Not just treats, there must be consequences.

- iii. To get kids behave-find out what they don't want to have happen.
 - 1. Best Options:
 - a. Loss of time
 - b. Loss of territory
 - c. Negative Peer pressure
 - 2. Secondary choices:
 - a. Detentions
 - b. Call to home
 - c. Sent to office
- iv. It's okay to be inconsistent.
- v. Universal classroom management technique:
 - 1. Pause
 - 2. Look towards the problem
 - 3. Speak quietly
 - 4. Walk toward the problem
 - 5. Involve them into the lesson
- vi. Let the students decide their fate
- vii. Don't take away the students dignity.
- viii. "Names on the board" technique
 - 1. Write students names on the board if they are being disruptive.
 - 2. "How long do I have to stay?"
 - a. Depends on how the remaining of the class goes.
 - b. If disturbance stops, don't move to the board.
- ix. Seating charts
 - 1. Seat them in alphabetically or allow students to choose their seats.
 - 2. Negative peer pressure comes with seat changes.
 - a. "Hook" to their behavior.
 - 3. Bartering for a seat change.
 - 4. Use seating chart to raise student achievement.
- x. Getting students to come prepare for class
 - 1. Collect collateral
- xi. Big idea: Respect students, encourage active learning which is fun and innovated and make it the genuine interested of the students to promote learning.**