Carthage College Enrichment
“Thinking Together: Students and Teachers”
April 30, 2016
Pewaukee, Wisconsin

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Course #: CNF 0048 02
Course Work Due: Monday, May 23, 2016
Please submit your course work to either email address or send a hard copy to Carthage College.
One Graduate Credit: $100.00 (plus $10.00 application fee for new students)

Course Goals and Objectives:
Students will:

* Reflect on the information gained as a result of attending this WSRA Institute.
* Attend the one hour “debriefing” session immediately following the Institute.
* Apply and integrate newly learned theories, strategies, and research to enhance and improve student learning by developing an action plan for change.
* Learn practices to encourage academic and social-emotional growth.
* Experience each presenter's classroom practices during which children and teachers think together through videotapes.
* Understand how to use formative practices to develop learning trajectories for individual students.
* Collaborate with other educators.
* Integrate course goals and objectives to meet requirements of the Common Core State Standards and Teaching Standards.

Requirements:

* Attend both the Institute AND the one hour meeting following the Institute.
* Write a reflective summary of each presentation: Peter Johnston, Kathy Champeau, Laurie McCarthy, Sarah Helmer, and Merry Komar.
* Create an action plan reflecting on theories, beliefs, strategies, and information presented during the Institute. Describe how “The Power of Students and Teachers Thinking Together” will impact and/or change “what” you do or “how” you do what you with your students.

Some thoughts to guide reflective thinking in summarizing, crafting, and creating your plan:

- What instructional practices encourage academic and social-emotional growth?
  - How can I teach more effectively?
  - What do I know about research and practice that will help me think critically and be sensible about evidence as I try to improve my teaching and student learning?
- In what ways can I collaborate with other educators?
- How can I improve the learning community in my classroom?
- What does it take to set a learning trajectory for each student?
- How can I rethink what I do, how I teach, and redefine my expectations for students?
- What theories, research, and practices were “unpacked” for me today?
- In what ways will my students and I be able to think together?
- How can I create competence, a sense of belonging, meaningfulness, and autonomy for learning?
- What did I observe in viewing the K-3 classroom video tapes that will impact my teaching?
  - If I really want to develop strategies for building a community of readers and writers, what will I need to do?
  - In what ways will my classroom change? How will the journey look? How will I know there has been a change?
**“Thinking Together: Students and Teachers”**

Reflections and action plans will be graded according to the criteria listed in the rubric below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Thorough</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Not Yet</th>
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<tbody>
<tr>
<td><strong>Reflection summary of the presenters:</strong> Dr. Peter Johnston, Kathy Champeau, Laurie McCarthy, Sarah Heimer, and Merry Komar</td>
<td>Clear/concise recall of research and information presented through hearing and seeing theories, research, and practices resulting in academic gains and social-emotional growth in creating a community of learners.</td>
<td>Recall and some evidence of strategies, theories, research, and practices presented and seen is included resulting in creating a community of learners.</td>
<td>Some recall and some evidence are included. Parts of the presentation are missing or reflection fails to relate an understanding of the material.</td>
<td>Little recall and little evidence of understanding or application of presented information.</td>
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<td><strong>Action plan shows evidence of knowledge and implementation of the theories, research, and formative practices that encourage academic gains and social-emotional growth as teachers and students think together in a learning community</strong></td>
<td>Thorough evidence of ability to think critically and sensibly about research in pursuing powerful practices and strategies resulting in significant academic gains and impacting social and emotional growth. Changes in instruction, practices, and language with implementation are part of the plan.</td>
<td>Strategies, practices, and procedures with changes in formative instruction are identified with a focus on academic gain and improving student social and emotional growth are part of the proposed plan.</td>
<td>Some part is missing or not clear. Presenter information not cited or not linked to planned changes, application, and implementation of the action plan with a focus on research, strategies, practices, or procedures is not identified.</td>
<td>More than one part missing/not clear. Information presented during the Institute not cited/not linked to planned changes, application, or implementation of action plan.</td>
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<td><strong>Conventions of Print</strong></td>
<td>0-2 Errors cited Use of professional, sophisticated language Varied sentence structure. Ideas are easy to read and comprehend.</td>
<td>4-5 Errors cited Use of fluent, original language. Ability to vary sentence structure. Easy to read and understand.</td>
<td>Too many errors Use of vague language. Limited ability to vary sentence structure.</td>
<td>Little or no evidence of proof reading/editing. Use of unsuitable language No awareness of sentence structure.</td>
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<td><strong>Language Use</strong></td>
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<td><strong>Presentation</strong></td>
<td>Reflection and plans are organized. Each reflection and action plan is easy to read, locate, and comprehend.</td>
<td>Each reflection and action plan is organized, readable and included.</td>
<td>Each reflection and plan is readable.</td>
<td>Reflection and action plan are somewhat included ... but lack organization.</td>
</tr>
</tbody>
</table>

**Grading:** A – 92-100 Papers will be returned from Carthage College.  
B – 82-91  
C – 72-81  
D – 62-71

Grades and transcripts are available online through the Carthage portal. To set up access to your records, contact Lynn Dahl, Coordinator of the Enrichment program, at (262) 551-5924. You will need to be at a computer with internet access. The set-up process will take at least 20 minutes to complete.

*You may register for this class on the day of the Institute before the presentation starts using cash, check, or credit card.*
I will have registration sheets with me.