

Summer Integrated Unit (Institute)

Place: Mount Pisgah Academy, Asheville, NC

Instructors: Dr. William Green, Dr. Rita Hendriquez-Green, Pamela C. Forbes, M. Ed.

Purpose and Overview:

The primary goal will be the development of a plan for implementing educational improvements in your classroom, school, or district. You will select methods of improving instruction from what you learn about Dimensions of Learning; Integrated, Thematic Instruction; Cooperative Learning; and other Models of Teaching in a setting with the latest in Brain-Compatible learning and research. In addition, you will be trained to use study groups to implement and support research-based innovations. The study groups training will focus on using data-driven, problem-solving processes to support your implementation plan.

The session will be a blend of the familiar with the new. New for the 2001 session will be an emphasis on instructional practices for a brain-compatible classroom. Participants will work with elementary, middle, and secondary school students during the third and fourth weeks of the session.

Descriptions and Possible Correlation with SAU Courses

TRACK 1: (up to 6 hours)

Novices in Building Learning Communities

June 4 through June 29, 2001

"But I already know how to teach."

Of course you do! And because you're a teacher you know that learning never stops. That's why we're inviting you to join us - because we want to help you learn more about teaching and learning. So, come join us for a few days that will empower you as a teacher.

Here are a few of the tangible benefits that you'll receive as a result of your participation:

- Training in the use of interactive techniques, structure, and strategies
- Practice with students in the use of interactive teaching processes in a brain-compatible classroom each day during weeks three and four
- Getting in-depth training in 4 to 6 specific teaching strategies, including several cooperative learning structures, to use with any subject at any grade level
- Training in how to teach higher-order thinking skills
- Developing the ability to select appropriate strategies
- Integrating the use of technology into the curriculum

EDCI 565 Improving Instruction (2- 4 credits)

And one of the following:

EDCI 554 Current Trends (2 credits)

EDCI 620 School Improvement and Change (3 credits)

EDCI 690 Independent Study (1 - 3 credits)

Improving Instruction - (3) semester hours

Designed to increase the teaching repertoire of teachers and other instructional leaders interested in improving instruction. The power and usefulness of several teaching models are presented. Students develop their ability to reflect on their own teaching performance and provide effective feedback and support to others.

Seminar: Trends and Issues - (1-4) semester hours

An examination of current educational trends with emphasis on elementary, secondary, and college instruction as it relates to history, philosophy, research, and current programs.

School Improvement and Change - (2,3) semester hours

Theoretical and applied study of curriculum change and organizational development in schools. Variable credit offered based upon the number of topics/areas examined.

Independent Study: _____ - (1-3) semester hours

Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited. Prior approval by the adviser and instructor.

TRACK 2: (up to 6 Hours)

Veterans of Building Learning Communities

June 4 through June 29, 2001

"But I've already had that training."

Which is exactly why you have so much to gain! Continue your professional development in the area of teaching strategies in a brain-based environment.

These are the minimal benefits that you can expect from the training:

- The use of interactive teaching processes.
- Advanced training in the use of simulations, synectics, memory, inquiry, and other teaching models.
- Proficiency in demonstrating the appropriate use of selected teaching strategies.
- The ability to plan staff-development programs for teachers.
- EXPERIENCE in coaching and mentoring fellow teachers in interactive teaching processes including Models of Teaching, Dimensions of Learning, and understanding the Scholarship of Teaching paradigm in making decisions about teaching.
- The use of Technology to teach higher-order thinking skills.

Credits: A total of 6 graduate credits may be earned during the institute, with 4 credits available for follow-up studies.

Course Titles:

EDCI 689 Seminar: Quality Education (1 - 3 credits)

EDCI 565 Improving Instruction (1-4 credits)

EDCI 665 Advanced Instructional Models (1 -5 credits)

EDCI 620 School Improvement and Change (3 credits)

EDCI 564 Current Trends (2 credits)

Seminar: _____ - (1-4) semester hours

Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students. Seminar: Portfolio; Seminar: Current Trends; Seminar: Assessment.

Improving Instruction - (3) semester hours

Designed to increase the teaching repertoire of teachers and other instructional leaders interested in improving instruction. The power and usefulness of several teaching models are presented. Students develop their ability to reflect on their own teaching performance and provide effective feedback and support to others.

Advanced Instructional Models: _____ - (1,2) semester hour

Introduction and practice of advanced teaching strategies that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. Prerequisite: EDCI 565 or EDTE 457 or EDTE 459.

School Improvement and Change - (2,3) semester hours

Theoretical and applied study of curriculum change and organizational development in schools. Variable credit offered based upon the number of topics/areas examined.

Seminar: Trends and Issues Literacy - (1-4) semester hours

An examination of current educational trends with emphasis on elementary, secondary, and college literacy instruction as it relates to history, philosophy, research, and current programs.

TRACK 3: (up to 6 hours)

Veteran Veterans of Models of Teaching

June 4 through June 29, 2001

"So, what do I do next?"

Plenty! One of the problems in education is developing curriculum to support brain-based learning-in this case, Dimensions of Learning, Models of Teaching, and Integrated Thematic Instruction. This is particularly true of instructional practices and materials for multiage classes.

By following this track you will be expected to do the following;

- Develop a working knowledge of the dimensions of Learning program.
- Participate in study group processes designed to problem-solve.
- Continue to develop your repertoire of brain-based strategies.
- Develop curriculum units using brain-based learning with dimensions of Learning and Models of Teaching for multiage classes.
- Supervise training activities of participants in other tracts.

Credits: Up to 6 graduate credits may be earned during the session, with 4 credits available for follow-up studies.

Course Titles: Several possibilities exist. For example:

EDCI 552 Curriculum Design and Assessment (2 - 3 credits)

EDCI 689 Seminar: Quality Education (1 - 3 credits)

EDCI 885 Applied Research (1- 2 credits)

EDCI 886 Internship (1 - 2 credits)

EDCI 665 Advanced Instructional models (1 - 5 credits)

— **Curriculum:** _____ - (2,3) semester hours

Curriculum design to aid educators concerned with the analysis, development, and improvement of curriculum at specific school levels.

Prerequisite: EDCI 547 or permission of the instructor.

Seminar: _____ - (1-4) semester hours

Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students. Seminar: Portfolio; Seminar: Current Trends; Seminar: Assessment.

Applied Research: _____ - (1-6) semester hours

Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.

Internship: _____ - (1-6) semester hours

Students, under the supervision of a faculty member in the area of Curriculum and Instruction, intern in responsible positions with curricula specialists/administrators in cooperating institutions, school systems, or agencies. Permission of the supervisor and plans required one quarter in advance of registration. May be repeated or combined with EDCI 885 for a total of 8 credits.

Advanced Instructional Models: Writing Process Methods - (1,2) semester hour

Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum.

Advanced Instructional Models: _____ - (1,2) semester hours

Introduction and practice of advanced teaching strategies that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. Prerequisite: EDCI 565 or EDTE 457 or EDTE 459.

TRACK 4: (up to 6 credits)

Superintends, Associates, & Principals

June 4 through June 29, 2001

"Sound good - but how will it help me?"

Glad you asked. We have the answer - of answers! When you participate in this track, you can expect the following results:

- To develop a working knowledge of powerful researched-based programs appropriate for multi-grade and single grade classes - Brain-based Dimensions of Learning and Models of Teaching.
- To learn how to organize study groups to use data-driven, problem-solving processes and to implement innovations.
- To develop a staff development plan that will support your school or schools - a plan would include the use of study teams, mentoring, and peer coaching.
- To incorporate action research into your ongoing activities.

Credits: As a service to the North American Division educational administrators of all levels, 1 to 4 graduate credits may be earned through Andrews University.

Course Title:

EDCI 689 - Seminar: Quality Education (1 - 4 Credits)

or

EDCI 690 - Independent Study (1 - 4 Credits)

Although attendance for all four weeks is not mandatory, we encourage you to make every effort to attend the entire session.

Seminar: _____ - (1-4) semester hours

Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students. Seminar: Portfolio; Seminar: Current Trends; Seminar: Assessment.

Independent Study: _____ - (1-3) semester hours

Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited. Prior approval by the adviser and instructor.

Class Hours:

Mon - Thur: 8:00 - 5:00 = 8 hrs per day X 4 dys X 4 wks = 128 hours
(one hour off for lunch)

Lab: 6:00 - 8:00 = 2 hrs per day X 4 dys X 4 wks = 32 hours

Friday: 8:00 - 12:00 = 4 hrs. x 4 Fridays = 16 hours

Possible Additional Hours:

Study and Preparation Times from 40 hrs + 20 hours

Independent Study Up to 120 practicum hours / 2 =

60 hours

Total possible hours for class: 256 hours