

ACCA Faculty Independent Sessions

Professional Development

Name: Brett Edwards

Date: 12/12/2013

Seminar or Activity: Reforming a Math Program by Andrew Elizalde

What you learned from this session:

Elizalde describes how to approach reforming a math program to be more effective. He argues that the most important element to improving your math program is the creation of an in-house professional development program that encourages and provides time for teachers to reflect, collaborate and refine the math curriculum. The seminar emphasizes the value of peer and self observation, a description of how to organize a curriculum map and the value of continually relearning/revisiting the curriculum being taught.

Would you recommend: Yes

Where to find resource: <https://www.societyforclassicallearning.org/index.php/resources-guest/media-guest>

Name: Christina Barbulescu

Date: 12/12/2013

Seminar or Activity: Exercising Dominion in the Classroom: From Chaos to Calm, Cindy Waters

What you learned from this session:

Ms. Waters is a very organized person, and in this seminar, she simply shares the habits and practices that work for her. She is a mom to three children as well as a full-time 6th grade teacher. This seminar is full of useful practices such as creating a notebook especially for your administrative use (such as keeping your contract, observations, etc), a notebook especially for recording parent communication, a notebook for orientation, and so on. She encourages teachers to map out their school year during the summer, using the school calendar, so that they are ready for special days that come up during the year which could interfere with class time.

Would you recommend: Yes

Where to find resource: ACCS cd

Name: Laura Keesee

Date: 12/12/2013

Seminar or Activity: I read part of The Five Dysfunctions of a Team. I picked up reading where I had left off. Began with chapter "Off site number two" and read to beginning of part 4.

What you learned from this session:

The CEO questioned her managers about who was their first team. "When a company has a collection of good managers who don't act like a team, it can create a dilemma for them, and for the company. You see, it leads to confusion about who their first team is...As strongly as we feel about our own people and as wonderful as that is for them, it simply cannot come at the expense of the loyalty and commitment we have to the group of people sitting here today." I wondered how that might apply to staff and teachers as a "team" versus the "team" we create with our students and parents. What I read also covered the Avoidance of accountability portion of the pyramid. I appreciated the reasons given for why it is difficult to hold some people accountable: he is helpful, she gets defensive, he is intimidating. I need to try to avoid making it difficult for others to hold me accountable.

Some managers thought holding others accountable sounded like a lack of trust. I appreciated the definition given for trust that makes accountability and trust able to work together. "Trust is knowing that when a team member does push you, they're doing it because they care about the team....Push with respect, and under the assumption that the other person is doing the right thing."

Would you recommend: Yes

Where to find resource:

Name: Rachael Messer

Date: 12/12/2013

Seminar or Activity: How schools kill creativity and What makes us feel good about our work?

What you learned from this session:

How schools kill creativity:

All around the world schools focus on.

1. math and language

Last. creative arts

People are abstract, dynamic, and distinct but schools only teach to students minds. School are focusing on the path to collage and in the long run a degree in some field of math or language. The students that would excel in the creative aspect of things; drafting, interior design, dance, ect. are feeling like failures because they have been taught that what they are good at is not priority.

What makes us feel good about our work?:

Motivation is a key factor to success. Adults and students who are motivated by: meaning, creation, challenge, ownership, identity, pride , acknowledgment ect. By motivating students they will enjoy their work much more than those that are not motivated. This video shows stats that prove how powerful motivation is.

Would you recommend: Yes

Where to find resource:

Name: Donna St.Hill

Date: 12/12/2013

Seminar or Activity: Audio on Personal Holiness by Doug Wilson

What you learned from this session:

The thought that in order to have personal holiness it requires honest confession and personalism. Honest confession without spin- a presentation that makes self look better. Personalism that is not just with the individual in mind but the holiness seen between persons (plural). This is modeled by the Trinity.

Would you recommend: Yes

Where to find resource:

Name: Michelle Williams

Date: 12/12/2013

Seminar or Activity: Liz Coleman: A Call to Reinvent Liberal Arts Education

What you learned from this session:

She maintained that the college liberal arts education in our country is no longer that. She stated that there is a toxic combination existing in liberal arts today: oversimplification of civic engagement, idealization of the expert, fragmentation of knowledge, technical mastery, and neutrality of ethics. She also mentioned the importance of history. She said, "History provides a laboratory in which we see the actual as well as the intended consequences of ideas." She stressed the need for teaching the interconnectedness of things in the college setting today. I would not necessarily recommend this to our teachers unless they just wanted to hear a generalized talk on college liberal arts. Ms. Coleman is clearly a liberal and I got the feeling that she feels that her proposed changes to liberal arts education will help Obama and his team with their agenda and she was appalled that more people don't believe in evolution.

Would you recommend: No

Where to find resource: www.ted.com/talks/liz_coleman_s_call_to_reinvent_liberal_arts_education.html

Name: Lexi

Date: 12/12/2013

Seminar or Activity: pieces of Charlotte Mason's Towards a Philosophy of Education

What you learned from this session:

I read the preface, philosophy synopsis, introduction, and Literature section of this book, as well as a few paragraphs here and there from other sections. In my reading, I came upon some interesting (not necessarily all new) concepts. Even from the brief amount I read, it is clear that Mason's philosophy is that education is a lifestyle. I like the way she compares education to a physical diet. Just as our bodies need a steady diet of healthy foods, so our minds need a steady diet of ideas, not simply facts.

Another thing Mason stresses is the personality of the learner. While I do not fully agree with her idea that education should be based on children's demands, I do agree with her belief that children are persons of many parts and passions and should be educated as such. (Though I think I often fall into the "cookie cutter" mind-set of expecting the same results from all children.)

I have an ongoing battle with grades; it started as a student and now continues as a teacher. I understand the necessity of formal assessment and seeing where children are; however, I also see the "danger" of grades and children simply working for a "good mark," as Mason calls it ("the boy who works for a 'good mark' becomes word-perfect, but does not know"). I have not read enough of her writings yet to know her exact philosophy of grading (though I am now intrigued!), but I have read enough to know that the motive for education is what is important – and one of her motives is the presentation of ideas in order to awaken souls. Teachers, therefore, are not to forcibly feed the intellect, but to be guides and facilitators of learning.

Mason's presentation of Literature study was probably the most thought provoking of my reading this afternoon. She stresses a "single reading" philosophy, which claims that children have a naturally great power of attention and that that power is somehow dissipated by re-reading, questioning, summarizing, etc. This book does not go into much depth as to what she means by this, but I would love to know more about it. From just this information, I both agree and disagree. I do believe that there is power in story and that story often speaks for itself and loses effect by being shredded to pieces in analyzing, debating, moralizing, etc. In presenting and discussing ideas, however, I find it necessary to re-read, question, and summarize. I think the key is in knowing when to dig and when to let it sit and seep. I think my favorite idea presented by Mason in this literature section is her view of a child's assimilation. Her belief is that a "child of genius and imagination gets greatly more than his duller comrade but all sit down to the same feast and each one gets according to his needs and powers." I have a hunch that this is Mason's view of all subjects.

While I by no means feel that I wasted my time in reading bits of this book, I can't recommend it to another teacher yet until I read more (I will give it one more

“session” ©). I enjoyed what I read. It was interesting and stimulating, but here is the practical application I came away with – it reoriented me to the fact that I have an extremely diverse classroom of learners and I need to keep that in mind always. Expect it. Invite it. Plan for it. Enjoy it.

Would you recommend: No

Where to find resource:

Name: Pam Grote

Date: 12/12/2013

Seminar or Activity: Matt Whitling-The Taste of Wormwood

What you learned from this session:

Matt's talks are always full of wisdom, application, and humor. You are convicted and laugh at yourself at the same time. What is the aroma/taste of our school? What is our focus? Do we strive to teach our students to know God, love God, and imitate God? Evaluating our efforts should not be based on student surveys or feelings/impressions. Students who are right for our school should love our school, but we are still getting it right if certain students hate it. Our standard should be Scripture and reflect God's character in dealing with us. He always works for our good; He is kind, He remembers our frame. He teaches us "to see around corners." Are the rules for our comfort or the students' good? (His lunchroom example is great!) There is much insightful food for thought, and good parent application as well.

Would you recommend: Yes

Where to find resource: CD-Brett's office

Name: Melissa Hobson

Date: 12/12/2013

Seminar or Activity: Todd Wedel Writing in Practice: How to Get Students from First Thought to Final Draft

What you learned from this session:

This lecture is full of reminders about how to teach Middle School and Upper School students to manage writing assignment deadlines. Wedel discusses the process of drafts in terms of Creation (chaos to order) and training students to welcome draft corrections as a process of sanctification.

Would you recommend: Yes

Where to find resource: Repairing the Run ACCS Conf 2010