



Stronger Together... Supporting Teachers

September 2023: East Peoria, IL
CTAE: Stronger Together

What makes a strong program?

<https://www.menti.com/a1olekhvnshp>

7183 2600



SESSION PRESENTERS



Cathy Kramer
Instructional
Coordinator,
ABE/ASE,
Assessment
Joliet Junior College



**Stronger
Together...**



Michelle Lyman
Coordinator of
transition Programs &
Outreach
Joliet Junior College



Belonging



- A sense of belonging is important as it incorporates feelings of
 - Being Valued,
 - Included and
 - Accepted at institutions of higher learning
- Research suggests that higher education students who have a greater sense of belonging tend to
 - have higher motivation,
 - more academic self-confidence,
 - higher levels of academic engagement and
 - higher achievement.

AT JJC, WE BELIEVE OUR TEACHERS HAVE THE GREATEST INFLUENCE OVER A STUDENT'S SENSE OF BELONGING

Engagement & Retention

Belonging

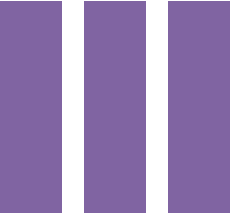
Gains

Transitions



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To move forward and bring a sense of belonging to our greatest assets, we had to ask ourselves several questions.

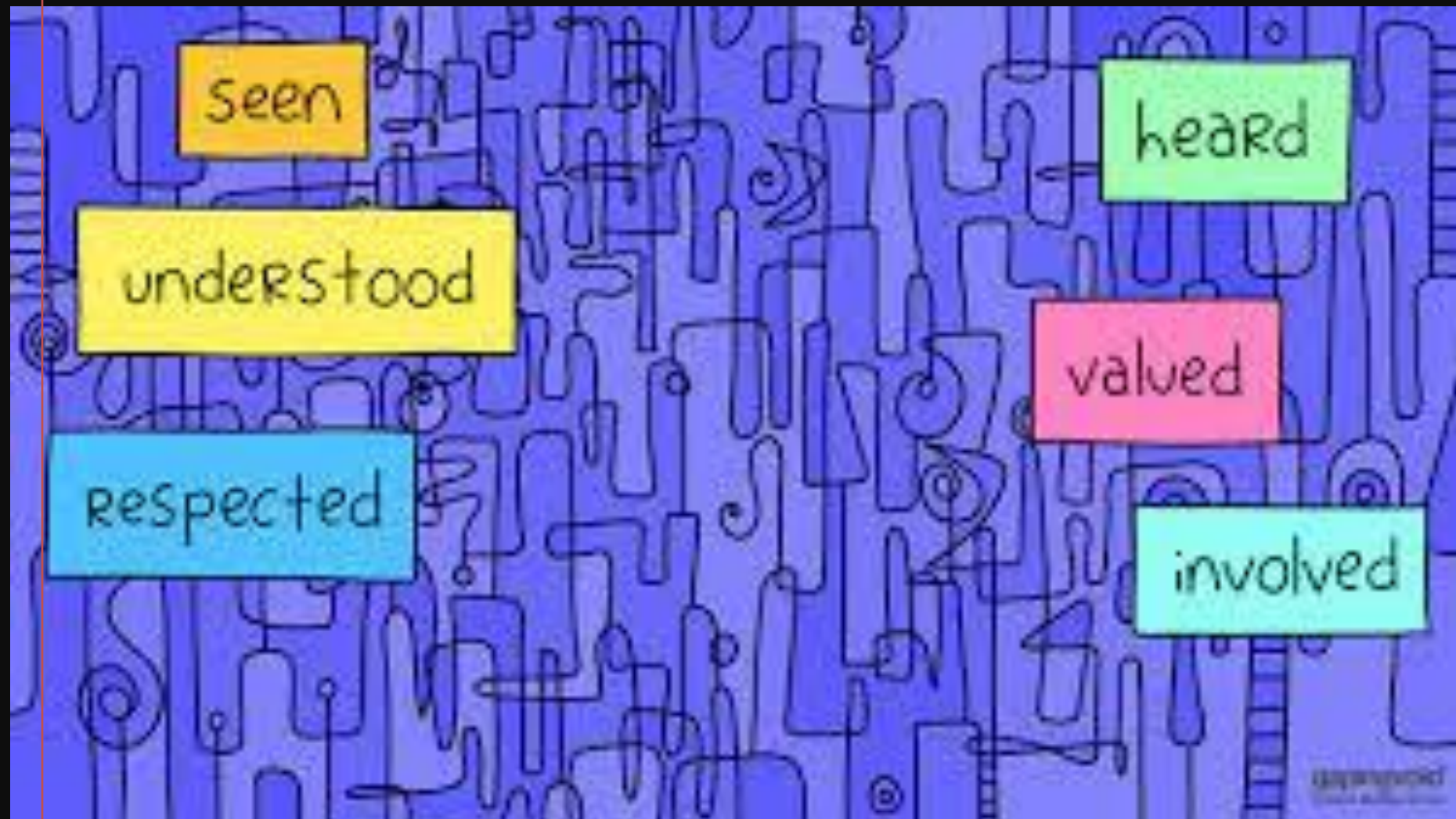


WHAT ARE WE DOING WRONG AS AN INSTITUTION OR PROGRAM?

When you shut down
vulnerability
you shut down
opportunity

- Brené Brown

ourmindfullife.com



Knowing that teachers are our greatest assets, what are we doing to support them?

We often discuss how to better support our students, but teachers need to be seen and heard also.

Are we seeing teachers for who they are?

Like our students, teachers are unique in how they approach paperwork, emails, teaching, and more!

We have a diverse group of teachers with a variety of needs, skills and their own vulnerabilities.

To support our teachers, we found we had to step back and think through how we could make everyone feel included where they are at right now.





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Do Teachers Feel Connected and Know What is Expected?

Resources

After hours Support for Teachers

- I-Campus Forms
Procedures
Videos

Ongoing technology resources

- **Teachers (AE & L as well as credit) let themselves be vulnerable by sharing that that since the pandemic, their personal growth in technology has slowed.**

ABE/ASE

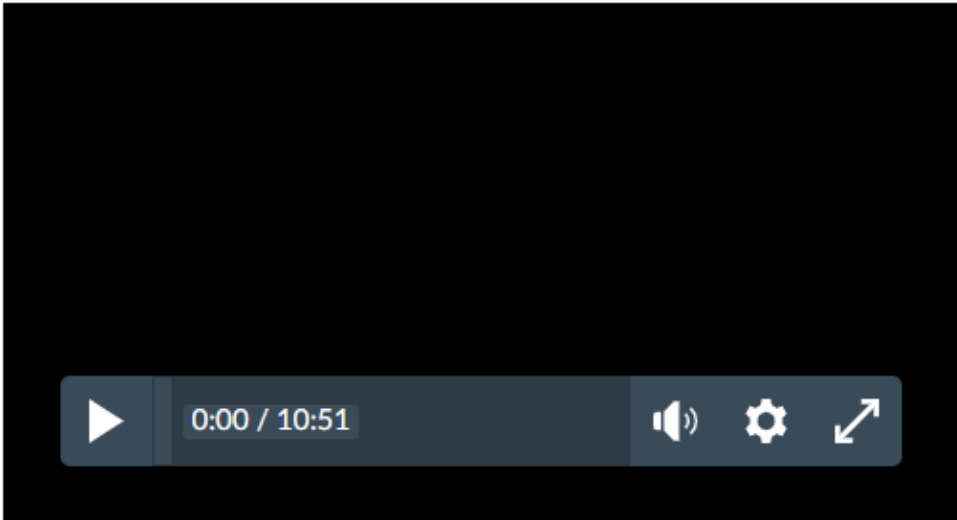
★ ICCB Standards Student Checklist (To be submitted in place of Progress Reports)

- [Language Arts/Social Studies](#) ↓
- [Math/Science](#) ↓

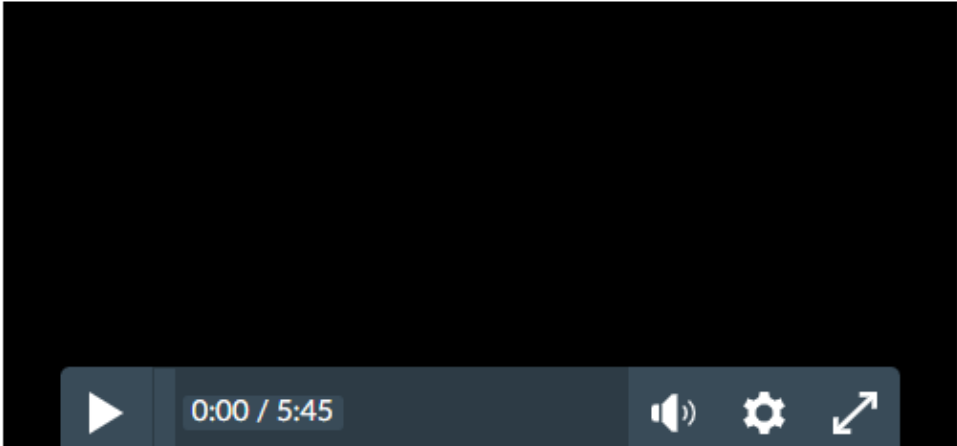
📁 TABE Testing

[TABE in-person and remote-1.docx](#) ↓

How to View TABE Scores













How to Remote TABE Test



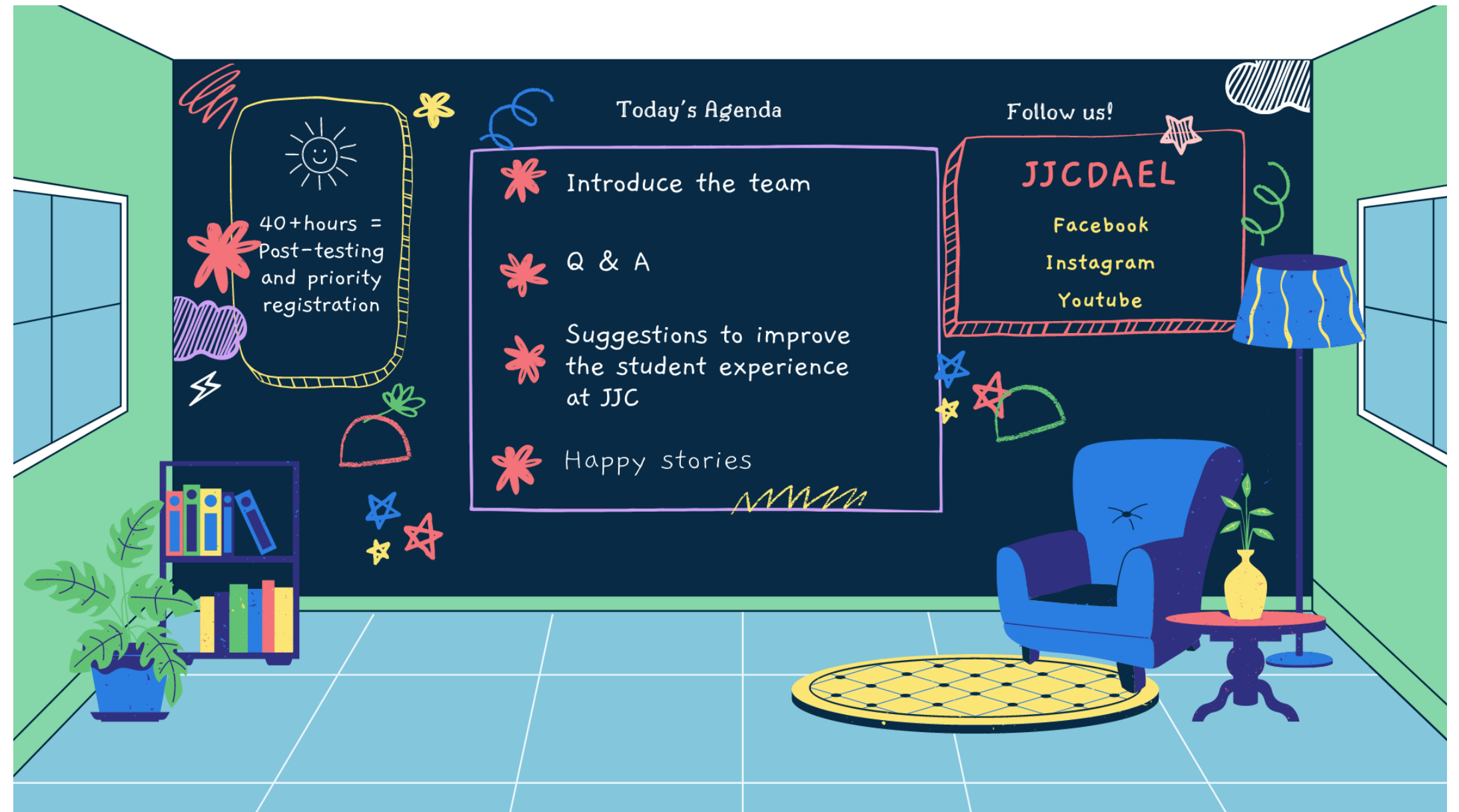
Meet the Team



<https://us02web.zoom.us/j/8723170589?pwd=RmVHSUZlbn0gZkE3dzZlMVZlZ0E0dDZkdz09> SCAN ME

Amber	Name: Amber Carlisle Email: acarlis@jcc.edu Phone: 815-280-1319 Resource: Class Enrollment or Attendance Verification Letters	
Brett	Name: Brett Byron Email: brett.byron@jcc.edu Phone: 815-280-1233 Resource: Student support, Essential Education, testing,	
Cathy	Name: Cathy Kramer Email: ckramer@jcc.edu Phone: 815-280-1324 Resource: II High School Diploma (GED) program, class issues.	
DAEL Staff	Name: Damaris, Mariela, and Iris Email: DAELStaff@jcc.edu. Phone: 815-280-1333 Resource: General Information & schedules Bilingual: Spanish	
Galina	Name: Galina Khartulari Email: gkxartul@jcc.edu Phone: 815-280-1331 Resource: Reading, math, and ESL tutors. Bilingual: Russian	
Hertz	Name: Hertz Dezir Email: hertz.dezir@jcc.edu Phone: 815-280-1357 Resource: ESL Program	
Mandy & Maggie	Name: Mandy Dwyer mdwyer@jcc.edu 815-280-1323 Margaret Wolf margaret.wolf@jcc.edu 815-280-1310 Resource: DAEL Program	
Michelle	Name: Michelle Lyman Email: mlyman@jcc.edu Phone: 815-280-1333 Resource: Next step advising, financial aid, Bridge/Integrated Education & Training	
Peter	Name: Peter Murphy Email: peter.murphy@jcc.edu Phone: 815-280-1375 Resource: ESLTP Program	
Proctor Team	Emma McGee emma.mcgee@jcc.edu Patricia Hurtado phurtado@jcc.edu Jack Cirrincione jack.cirrincione@jcc.edu Ali Sahout asahtout@jcc.edu Resource: In-person and online testing, scheduling of classes, email help	

MEET THE TEAM - REMOTE



Surprise! After staff presented and had a chance to meet with students, they were energized. This is a great way to remember why we do what we do.

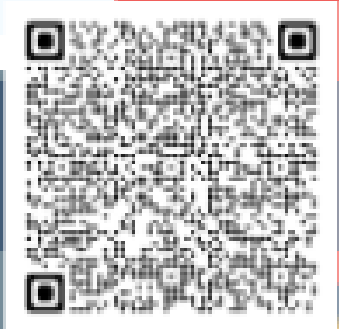




FORUM FOR EXCELLENCE

- September 01-29** **Bridge Class Signup**
Bridge classes in Transportation, Distribution and Logistics (TDL) and Early Childhood Education (ECE) are enrolling NOW! Email Michelle Lyman for information and to sign up: mlyman@jic.edu
- September 01-29** **Make a Video with Your Goals**
Help other community members be successful. Email Peter Murphy and sign up to make a short student video sharing your goals: peter.murphy@jic.edu
- September 01-29** **Adult Education and Family Literacy Month**
Complete our BINGO Sheet for a fun prize this Adult Education and Literacy Month! [Link to BINGO on Facebook](#)
- September 01-29** **Meet the Team**
Times: 10:00AM & 6:00PM
Dates: October 24th & 25th
Link: [Zoom Link to Attend](#)
- October 24 & 25** **Discover JJC (Open House)**
Students and families can visit JJC Main campus to learn about JJC Courses, financial aid, and more: <https://jic.edu/getting-started/schedule-visit/discover-jic>
- November 04** **Discover JJC (Open House)**
Students and families can visit JJC Main campus to learn about JJC Courses, financial aid, and more: <https://jic.edu/getting-started/schedule-visit/discover-jic>

For more information, or to sign up, scan this QR Code:



Staff forms partnerships with the teachers and students.

- Making connections In-person and remote
- Increased sense of belonging!

Adult Education Fall 2023-2024 Checklist

Quick Check of the Semester	
One Week Before Class <ul style="list-style-type: none"> Submit syllabus. Receive class roster (also available through e-Resources and DAISI). Contact students through multiple modalities to ensure their attendance in class and letting them know attendance the first week is required. 	On-going <ul style="list-style-type: none"> Enter attendance in DAISI after each class. Email DAELStaff@jjc.edu with individual Drop forms for students who attend 12+ hours and then drop. Any student who has exceeded absences receives a Drop form to DAELStaff@jjc.edu
First Week of Class <ul style="list-style-type: none"> Show Orientation to students. Absent students called after first class. Verify class roster in e-Resources. Ensure all students have their JJC email set up and assignments to practice usage. Attendance policy reviewed with class. No students admitted after the first week unless prior arrangements are made and approved by coordinator or manager. Keep daily sign-in sheets. Use the "Drop with less than 12 hours" no-show form and send to DAELStaff@jjc.edu. Waitlisted students will be added to the course. 	Midterm <ul style="list-style-type: none"> Enter "P" for grades in e-Resources. Turn in Progress Reports and two appropriate work samples to City Center Campus with student name and ID on each. Before midterm, verify your rosters are up-to-date and that DAELStaff has received all drops.
Testing <ul style="list-style-type: none"> At 40+ hours, student will be pulled from class for post-testing. Cathy or Hertz will alert teacher to which will need to test. 	End of Semester <ul style="list-style-type: none"> Complete DAISI records with a C. Print and sign attendance in DAISI or submit your own signed attendance records. Submit grades to e-Resources within 72 hours of last class (college does not automatically email reminder).

Adult Education Fall 2023-2024 Checklist

Adult Education and Literacy Detailed Check of the Semester			
	Deadline	Action Required	Resource/Procedure
		Submit completed class syllabus (see template in i-Campus)	HSD: Cathy Kramer ESL: Hertz Dezir Template: DAEL i-Campus (please update contacts as needed)
		Class roster will be emailed. Rosters can also be viewed in e-Resources and DAISI as they are entered.	HSD- ckramer@jjc.edu ESL- hertz.dezir@jjc.edu
		Contact students via any method that they respond (text, phone, Remind, email). <i>Do not rely on one method for all students. Meet them where they are right now.</i> The goal is to get them in class and then work on other methods of communication.	
	Daily	Verify class roster in e-resources and DAISI matches students in class. Email differences.	e-Resources DAISI DAELStaff@jjc.edu and Coordinator
	After 1 st class	Call, text, or email students who haven't attended classes.	E-Resources DAISI Roster
	End of first week	Drops Send DAELStaff a list of students to be dropped with less than 12 hours. If a student isn't going to attend, we need to remove them before they hit a cumulative 12 hours of class time and software time.	DAELStaff@jjc.edu Drop with Less than 12 Hours

TEACHER CHECKLIST

Knowing Expectations

- "I didn't know!"
- Newsletters to provide transparency, PD, and fun!

DAEL

NEWSLETTER



FALL 03
SEPT 15, 2023

THE MORE YOU KNOW, THE MORE YOU GROW

- **Equity VLC**
- **PD Opportunities:** Get started early on your 12 PD hours for the year. Lots of great opportunities that focus on our adult learners.
- **PD Form:** Saved in DAEL's iCampus

Student Goals

How often do you help students set educational goals? Do you return to them throughout the semester to see if they are being met? An easy way to get started with goal setting is to create three class goals together. As you learn new things together, refer back to the goals and how you are moving towards reaching them.

S M A R T



UP↑ Words

As we begin our 12-week classes on Monday, I want to welcome our new adjunct faculty.

- Shanna Anderson, Math/Science
- Michael Klein, Reading/Social Studies
- Sandra Brathwaite, Reading/Social Studies (new to HSD)
- Sheryl Kubistal, Reading/Social Studies (previous substitute)
- John Stasinopoulos, ESL

After meeting with the new HSD teachers, I messaged out to several of our current teachers, asking for help in getting our new teachers started. Right away, emails came in letting me know they were sharing syllabi and would be checking in on our new friends. This is collaboration. When we come together as teachers and work together, we feel less alone and our jobs become a little easier. Thank you for helping one another. -Cathy

SPREAD THE WORD!



We are looking for students and teachers who would like to share their goals for this year on video. Contact Peter.murphy@jjc.edu or Cathy.ckramer@jjc.edu

Upcoming Events

- Sept 1-29 Bridge Signup - mlyman@jjc.edu
- Sept 1-29 Make a short video - sharing your goals for the year - peter.murphy@jjc.edu
- Sept 1-29 Bingo for AE & L Month - ghartul@jjc.edu
- October 24 & 25 Meet the Team 10:00am & 6:00pm - Hertz, Michelle, or Cathy

ADULT EDUCATION & LITERACY MONTH

WHY USE COLLABORATIVE ACTIVITIES

As we continue into the second full week of AE & L month, we would like to challenge you to add one collaborative activity for an activity you normally would not.

Collaborative activities are a simple way to engage students and help them to feel as if they belong. By working with a partner or in a group, students often recognize the strengths that they bring to the classroom and learn to admire those in others.

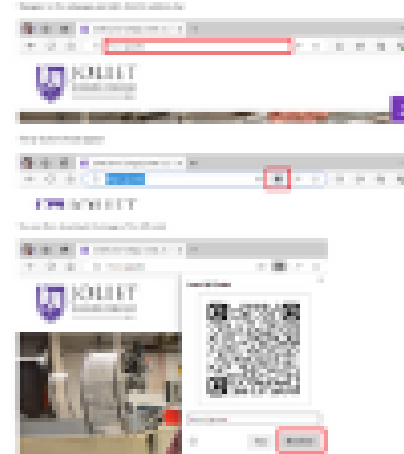
Recently, Cathy hosted our staff meeting using the *jigzag* method with the topic of DNSI, which can be somewhat boring. (Shh...). Each small group was given a different section of DNSI to read and become the expert. The groups were asked to have five facts to share. Then, we divided into new groups with one person from every group. In their new group, they were the expert and needed to share the information. This is an activity Cathy often uses with ESL and HSD students in the classroom. How could we do this with math students. Email Cathy with your idea.

POSITIVE CLASSROOM INTERACTIONS

Ideas to try!

GROUP WORK Partner learning, especially with struggling students. See this link for more.	VIDEO MESSAGES Record responses to questions or student concerns. See this link for more.
GET TO KNOW YOU TIME Provide space for students to get to know each other.	STUDENT PANEL Invite students to share their experiences and answer questions from the class.
PROJECT-BASED LEARNING Assign students to work on a project together, with one student being the expert on a certain topic.	PERSONALIZED CONTENT Assign students to work on a project together, with one student being the expert on a certain topic.

SCHEDULE-CHECK-INS
Assign students to work on a project together, with one student being the expert on a certain topic.



Microsoft QR Codes

Teachers and students at JJC are provided with Microsoft products by simply logging into their JJC accounts. Recently, we learned that we can make QR codes using Microsoft. QR codes are a great way to easily get links to students for classwork, websites, and more. One word of caution from our media team at JJC: if students are accessing information through their phones only, they still need a link. Wouldn't it be fun to teach students how to make their own QR code?

Win like never B-4

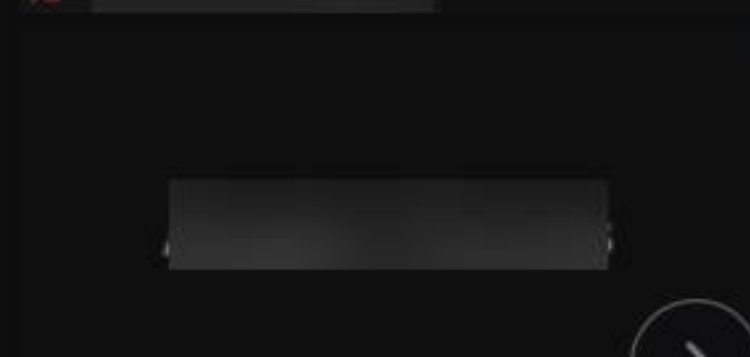
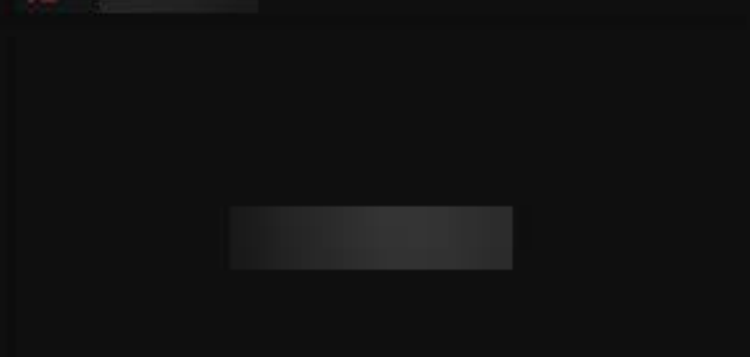
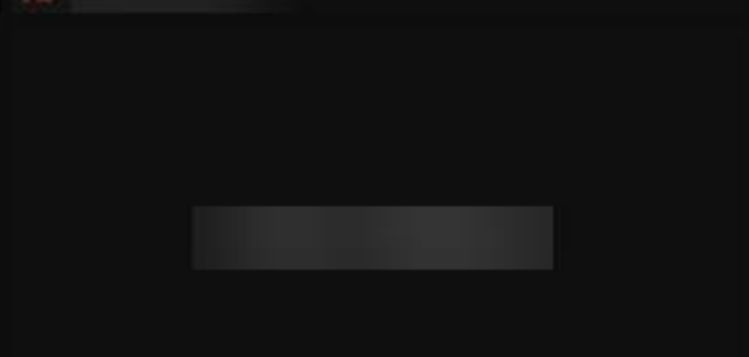
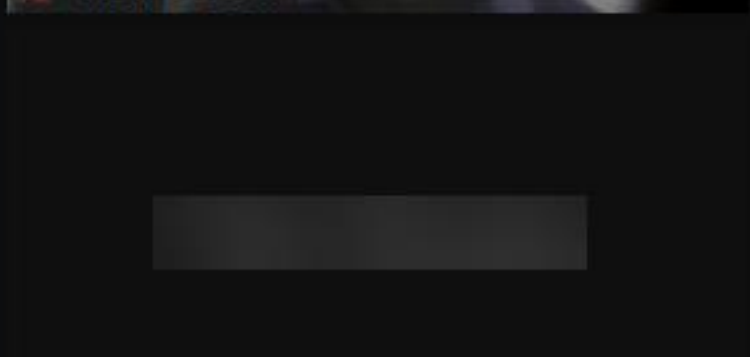
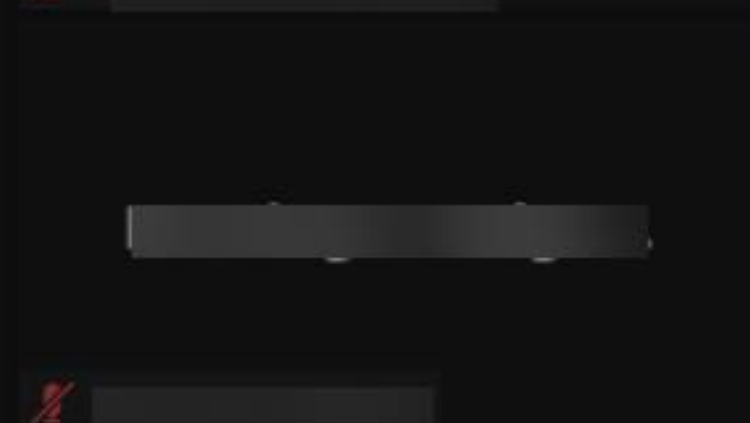
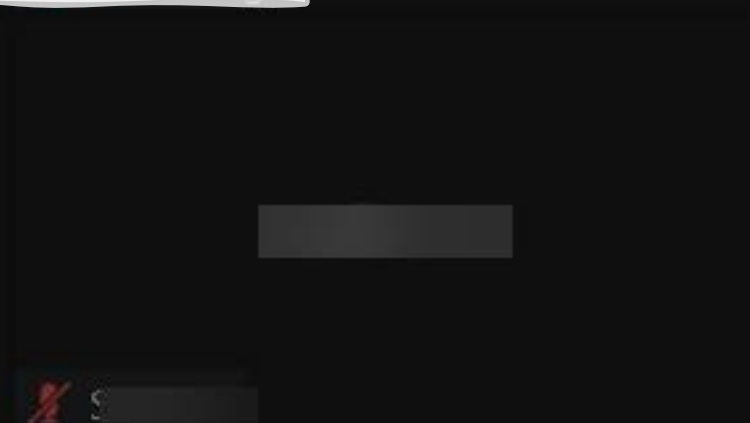
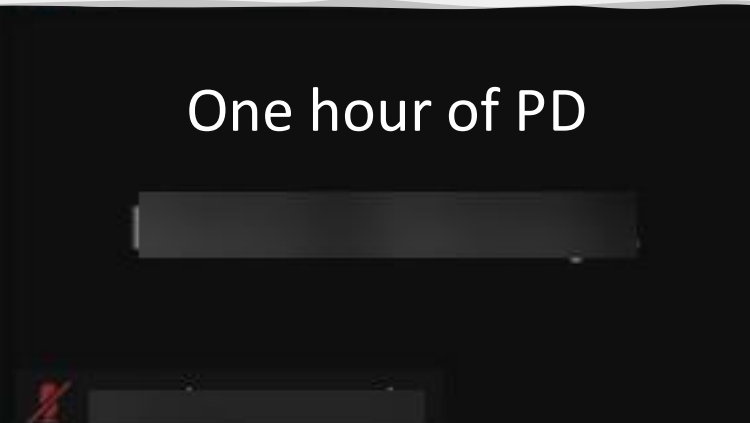
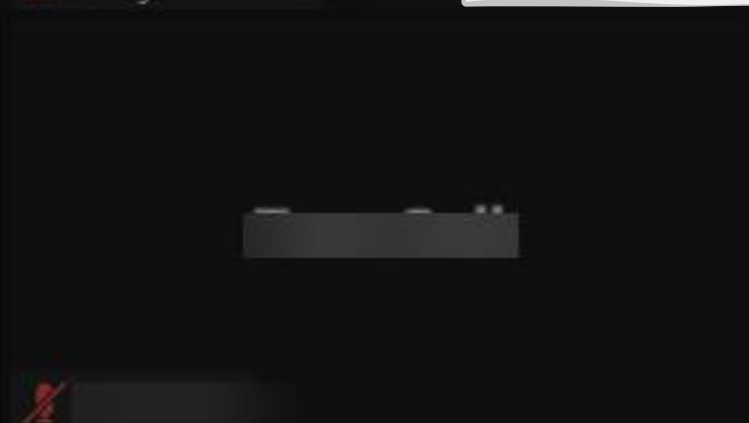
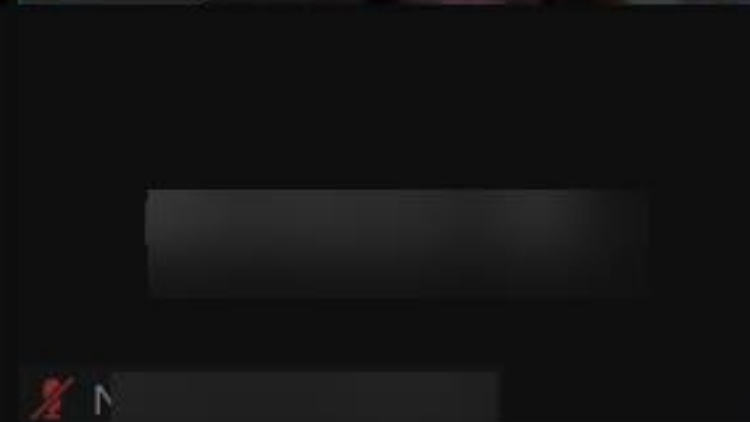
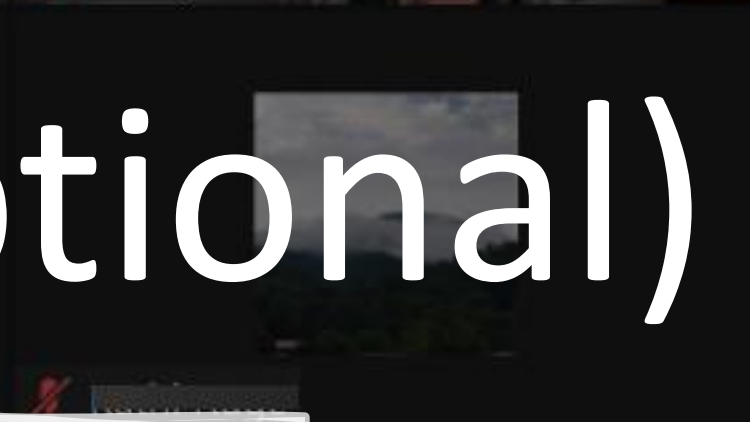
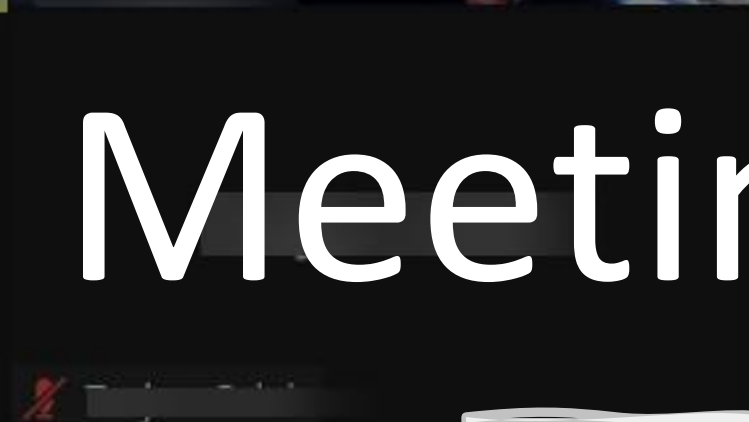
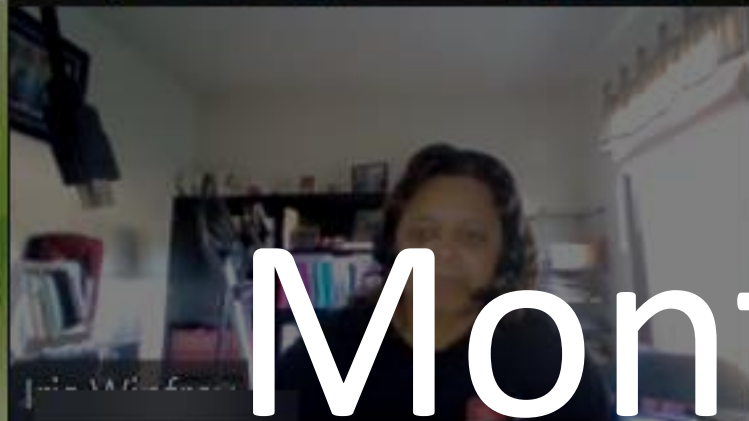
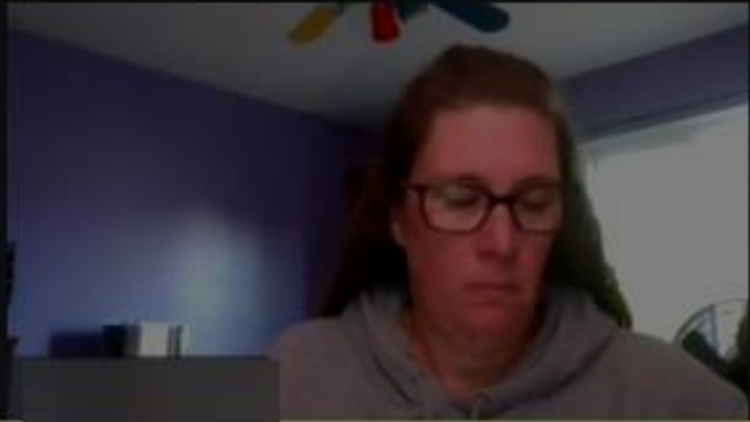
Please encourage students to participate. The goal is to complete activities on the card and when they have completed BINGO, to contact Galina with the details. After a short discussion, she has prizes! Please promote BINGO.





Monthly Teacher Meetings (Optional)

One hour of PD



The background features two large, overlapping circular illustrations. The top-left circle, in shades of blue, shows a family (a woman, a child, and a man in a white shirt and tie holding a tablet) standing next to a potted tree. The bottom-right circle, in shades of green, shows a park scene with a man on a bicycle, a woman, a man in a hoodie, and a woman with a backpack. The overall theme is community and well-being.

GUEST SPEAKERS
Safety
Internal Resources
Dedicated Liasons
Community Resources
Government Resources

Four circular icons are arranged on the left side of the page. From top to bottom: a white cross on a blue circle, an open book on a dark blue circle, two apples on a light green circle, and a tree on a dark green circle.

CONNECTIONS, RESOURCES, BELONGING

Clear Expectations in Class Observations

Thank you for signing up for a class observation time. Attached you will find your NRS Data for 2022 via DAISI, your recorded PD for 2022, and a copy of the observation form I will be using.

I plan to visit your class on _____. My goal is to be there for a minimum of 50 minutes as is outlined in your faculty union contract but somewhere between one hour and one hour and thirty minutes. *“Classroom observations will be conducted annually. Each classroom observation will be a minimum of 50 minutes in duration. Online classes with synchronous sessions will be observed during one of their synchronous sessions like a regular classroom observation.”*

At least 24 hours before your observation, please send me a detailed lesson plan that incorporates the standards set by ICCB for your content area and includes the application of andragogy theory. These do not need to be explicitly written out but should be apparent through observation.

After observing, I will send an invite to meet via Zoom or in-person, if you prefer. If the proposed time does not work for you, please suggest other times so it is mutually convenient. During this time, we will go over the following.

- **Observation**
- **Retention**
- **Professional Development**

“Following the completion of the written observation, the Department Chairperson, tenured faculty member, Dean, Director, manager, coordinator, or Vice President shall meet with the Adjunct Faculty member to review the observation. Observation feedback shall be individualized.”

Please bring any questions or concerns and thoughts on how I can better support you to our post meeting.

Thank you!

Teacher Observations

- OPENING UP CONVERSATION. RETENTION, HOW CAN I BETTER SUPPORT YOU?

Hello,

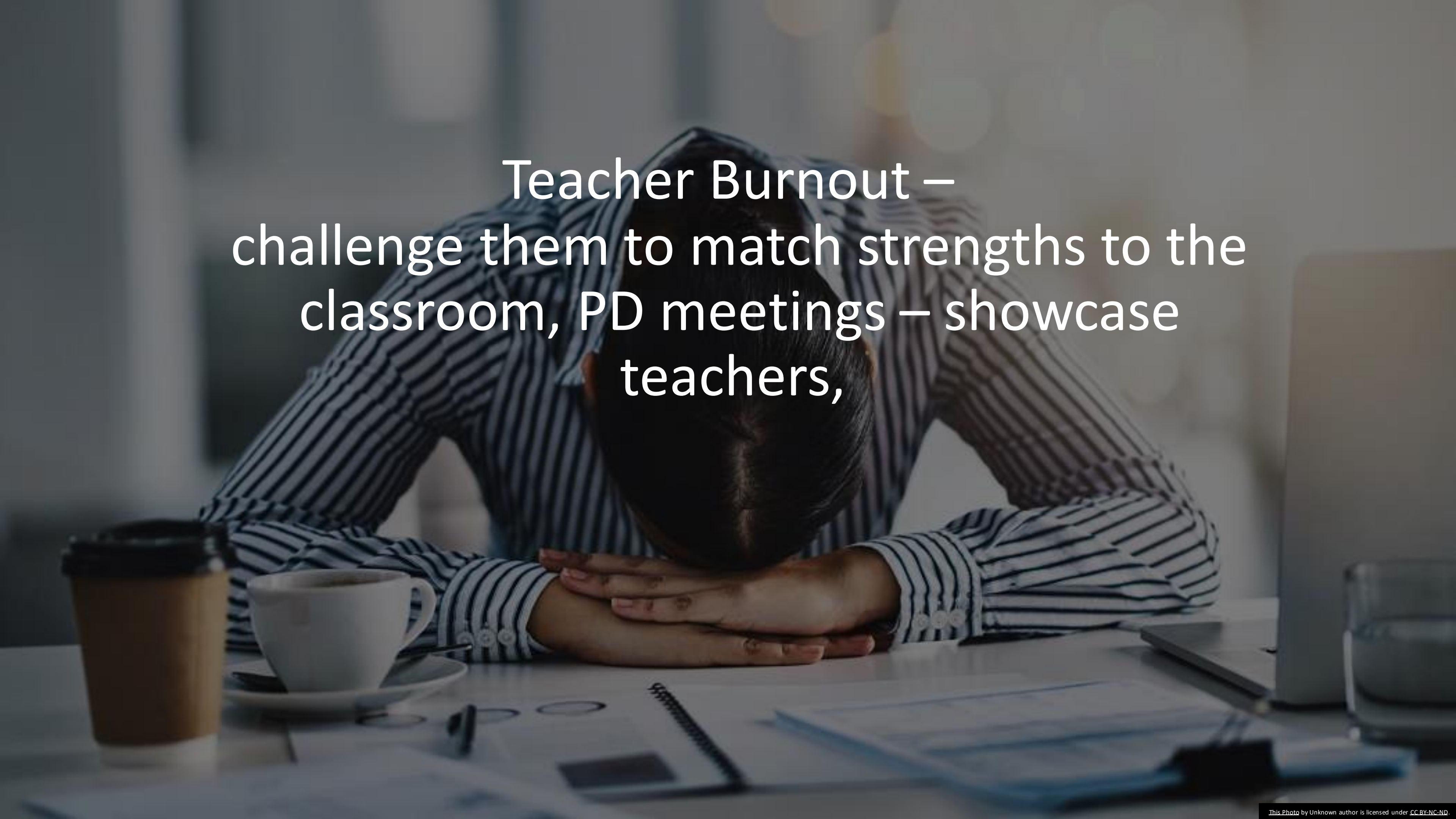
I have scheduled _____ for the two of us to meet and go over the class observation. Attached you will find the Faculty Observation Form. Comments have been added to the Word Document rather than on the form. Basically, I took notes on what I viewed in the classroom. Suggestions or questions may be woven in throughout the comments.

Please look at everything, add comments if you would like, sign, and return to me now or after we meet.

During our time together, I would like to discuss the following:

- Observation
- Retention: How are you getting students to class on Day 1 and keeping them to the end of the semester?
- PD: What are your goals for this year?
- How can I better support you? My goal as coordinator is to support you in your classroom needs. What ideas do you have?
- Any other questions, concerns, or successes you would like to share.

I look forward to seeing you soon.

A person wearing a blue and white striped shirt is sitting at a desk, resting their head on their hands. The desk is cluttered with a laptop, a white coffee cup on a saucer, a brown paper coffee cup, a glass of water, and several papers. The background is a blurred office setting with a window and a lamp. The text is overlaid in white on the person's head and shoulders.

Teacher Burnout –
challenge them to match strengths to the
classroom, PD meetings – showcase
teachers,

Cohort VS. Classes

- As nouns the difference between class and cohort
- is that **class** is a group, collection, category or set sharing characteristics or attributes while **cohort** is a group of people supporting the same thing or person.



Setting Up A Cohort

- Motivational speeches
- Team building activities
- Collaboration
- Discussions
- Break out rooms/small group
- Simulations
- Soft skills



During our class meetings:

Module review

- Asking and answering questions

Whole group instruction

- Interaction and discussion

Small group breakout rooms

- Peer-to-peer discussion

Student presentations

- Designed activities



Transition to College

- **Workshop Wednesdays**
 - Tutoring & Learning
 - Financial Aid
 - Testing Services
- **College & Career Readiness**
 - Resume creation
 - SMART Goals
 - Reality Check

Building Camaraderie: Making Connections



Scavenger
hunt



Family/
Pets



Favorite
quote



Celebrati
ons



Lessons From Geese

Fact 1: As each goose flaps its wings it creates an "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Fact 2: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

Lesson: If we have as much sense as a goose, we stay in formation with those who are headed where we want to go. We are willing to accept their help and give our help to others.

Fact 3: When the lead goose tires, it rotates back into the formation and another goose flies the point position.

Lesson: It pays to take turns doing the hard tasks and sharing in leadership. As with geese, people are interdependent on each other's skills, capabilities and unique arrangements of gifts, talents or resources.

Fact 4: The geese flying in formation honk to encourage those up front to keep up their speed.

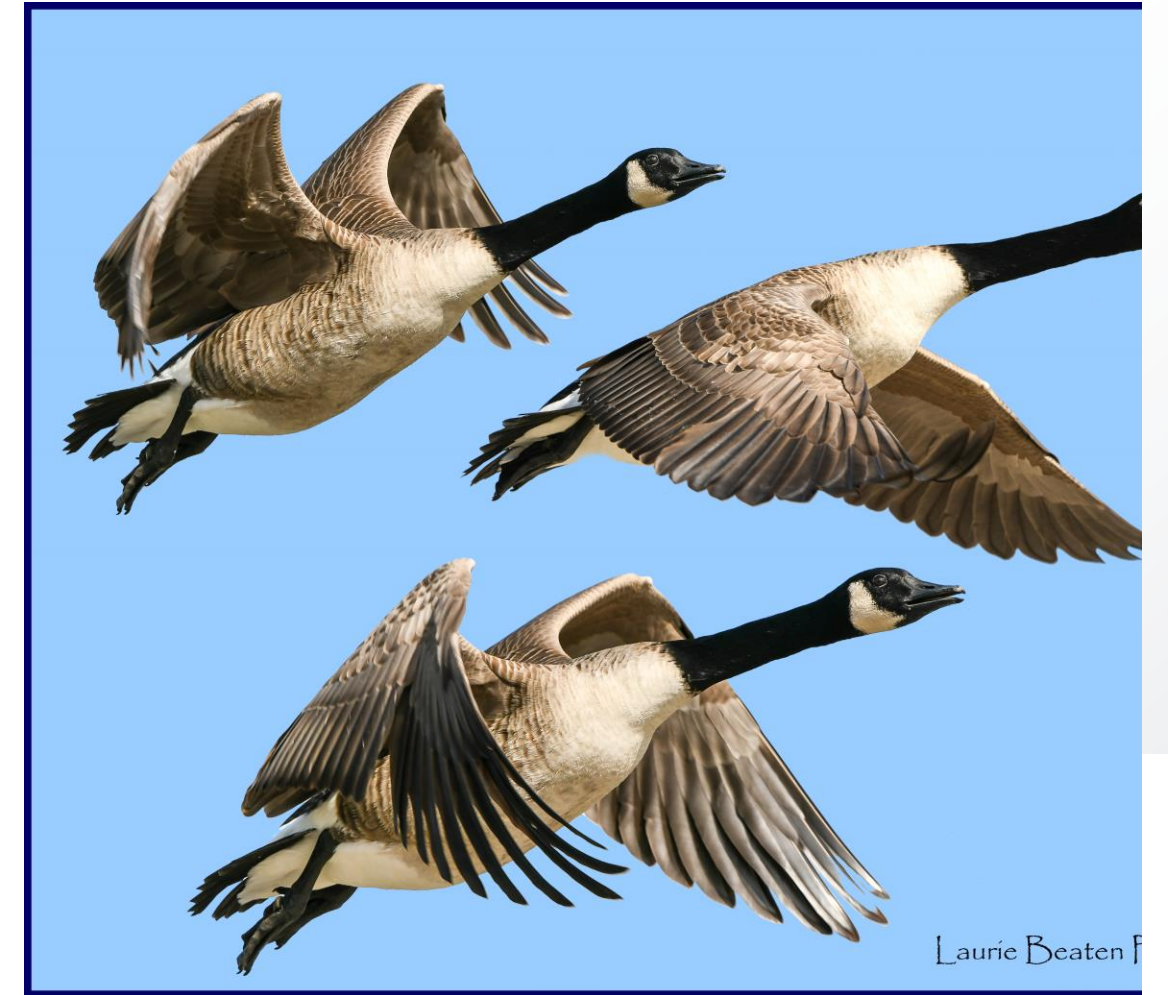
Lesson: We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one's heart or core values and encourage the heart and core of others) is the quality of honking we seek.

Fact 5: When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then they launch out with another formation or catch up with the flock.

Lesson: If we have as much sense as these geese, we will stand by each other in difficult times as well as when we are strong.

"Lessons from the Geese" was written in 1972 by Dr Robert McNeish of Baltimore. Dr McNeish, for many years a science teacher before he became involved in school administration, had been intrigued with observing geese for years and first wrote the piece for a sermon he delivered in his church.

www.DunroathFarm.com



Laurie Beaten F

Lessons from Geese

<https://youtu.be/hazitrzxhPk>