Stronger Together... Supporting Teachers

September 2023: East Peoria, IL
CTAE: Stronger Together
What makes a strong program?

https://www.menti.com/alolekhvnshp
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
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?
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.
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 since the pandemic, their personal growth in technology has slowed.
Meet the Team - Remote

MEET THE TEAM - REMOTE

Amber
Name: Amber Cardillo
Email: acardillo@jjc.edu
Phone: 815-280-1510
Resource: Class Enrollment or Enrollment Verification Letters

Brett
Name: Brett Byron
Email: bbyron@jjc.edu
Phone: 815-280-1335
Resource: Student support, Essential Education, testing.

Cathy
Name: Cathy Kramer
Email: skramer@jjc.edu
Phone: 815-280-1324
Resource: High School Diploma (GED) program, class losses.

DAEL Staff
Name: Damaro Marte, and Iris
Email: OA1009@jjc.edu
Phone: 815-280-1335
Resource: General Information & schedules, Bilingual: Spanish.

Galina
Name: Galina Mamutova
Email: gmamutova@jjc.edu
Phone: 815-280-1335
Resource: Reading, math, and ESL tutors, Bilingual: Russian.

Hertz
Name: Hertz Davil
Email: hdavil@jjc.edu
Phone: 815-280-1335
Resource: ESL Program.

Mandy & Maggie
Name: Mandy Dever / mdever@jjc.edu
Phone: 815-280-1620
Margaret Welnf / mwelnf@jjc.edu
Phone: 815-280-1510
Resource: Dalb Program.

Michelle
Name: Michelle Lyman
Email: mllyman@jjc.edu
Phone: 815-280-1335

Peter
Name: Peter Murphy
Email: pmurphy@jjc.edu
Phone: 815-280-1375
Resource: ESL Program.

Proctor Team
Emma McBay / emmacbay@jjc.edu
Patricia Martini / pmartini@jjc.edu
Jana Cristolace / jcristolace@jjc.edu
Ali Faheem / alifaheem@jjc.edu
Resource: In-person and online testing, scheduling of classes, email help.

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.
Staff forms partnerships with the teachers and students.

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

**Quick Check of the Semester**

**One Week Before Class**
- 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.

**First Week of Class**
- Show Orientation to students.
- Absent students called after first class.
- Verify class roster in e-Resources.
- Ensure all students have their JIC 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 DAISI staff. Waitlisted students will be added to the course.

**Midterm**
- Enter "F" 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 due-to-date and that DAISI Staff has received all drops.

**Testing**
- At 40+ hours, student will be pulled from class for post-testing.
- Cathy or Hertz will alert teacher to which student will need to test.

**On-going**
- Enter attendance in DAISI after each class.
- Email DAISI Staff with individual Drop forms for students who attend 12+ hours and then drop.
- Any student who has exceeded absences receives a Drop form to DAISI Staff.

### Adult Education and Literacy

**Detailed Check of the Semester**

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Action Required</th>
<th>Resource/Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Submit completed class syllabus (see template in j-Campus)</td>
<td>HSO: Cathy Kramer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESL: Hertz Dezin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(please update contacts as needed)</td>
</tr>
<tr>
<td>Daily</td>
<td>Verify class roster in e-resources and DAISI matches students in class. Email differences.</td>
<td>e-Resources DAISI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAISI <a href="mailto:Staff@jcc.edu">Staff@jcc.edu</a> and Coordinator</td>
</tr>
<tr>
<td>After 1st class</td>
<td>Call, text, or email students who haven't attended classes.</td>
<td>E-Resources DAISI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAISI Roster</td>
</tr>
<tr>
<td>End of first week</td>
<td>Drops Send DAISI Staff a list of students to be dropped with less than 12 hours.</td>
<td>DAISI <a href="mailto:Staff@jcc.edu">Staff@jcc.edu</a> Drop with Less Than 12 Hours</td>
</tr>
</tbody>
</table>
"I didn't know!"

Newsletters to provide transparency, PD, and fun!
Monthly Teacher Meetings (Optional)

One hour of PD
CONNECTIONS, RESOURCES, BELONGING

GUEST SPEAKERS
Safety
Internal Resources
Dedicated Liasons
Community Resources
Government Resources
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!
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.
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  Celebrations
Lessons from Geese

Fact 1: As each goose flaps its wings, it creates an "updraft" for the bird that follows. By flying in a "Y" formation, the whole flock flies 11% faster and振奋 than if each bird flew alone.

Lesson: People who share a common direction and sense of community 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 want 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 care of others) is the quality of leadership we seek.

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 goose flying in formation honks 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 care of others) is the quality of leadership we seek.

Fact 5: When a goose gets sick, wounded or shot down, two geese fall out of formation and follow it down to help 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 McRitchie of Baltimore. Dr. McRitchie, for many years a school 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.

https://youtu.be/hazitrzNhPk