

Synchrosium I Agenda

1. Welcome! Overview of the day.
 - Competencies and Ohio Endorsement/Licensure Exam
 - Synchronize all courses with points and workloads
 - Solidify the foci of the courses with the new competencies
 - Consider the Resource Notebook
 - Consider new textbooks

2. Look at 650 Syllabus. Description, summary of the assignments.

3. Introductions (Who, Where, What, How Long) and 650 Idea Share, how have you adjusted?
 - Write and share - 1/2 sheet, Name/Title of the activity, purpose/concept and brief description
 - Share - How you have adjusted the syllabus/assignments
 - Share - Activities you remember from being a graduate student in 650

4. Competencies and KSD from the Syllabus.
 - What competencies are appropriate for 650?
 - What Big Ideas/Concepts are appropriate for 650? (Brainstorm, Sort, List Out)
 - What would be a good take-away for their Resource Notebook? What might they need? (Brainstorm, Discussion, List)
 - Growth measures: What might be a good growth measure for the Grad Student?
 - How might we gauge impact on their students?

Competencies	Big ideas, Concepts,	Resource notebook needs	Growth measures: The Grad Student The Grad Student's context

5. Activities and workload. How much structure/freedom do you want or need?
 - Let's talk activities: Short 20 pointers, mid-size 40-60 points, Final Project
 - Resource Notebook
 - Include choices or options?
 - Comments and thoughts

Point distribution for 650	
Attendance and Participation (6 x 20 points)	120
Small weekly assignments (5 or 6 X 20 points)	100 or 120
Mid-level (time/energy) assignment	50-60
Final capstone assignment and sharing	100
Resource Notebook items	?
Pre/Post Assessment	20
Philosophy/Belief paper (Beginning of 650, reflection about it at the end of 650)	20 + 10 = 30

Synchrosium I Agenda

Total (I would like to keep these around 400 points or at least consistent)	450ish
---	--------

6. Textbooks for 650.

Review the texts, distribute comment sheets

What aspects of our textbook do we care about?

Write those along the side, 0-5 along the top

Include a place for comments, price, number of pages, visual appeal

Ability to use for more than one class

Share Out.

Are we ready for 651?

7. Look at 651 Syllabus. Description, summary of the assignments, how I've adjusted.

8. 651 Idea Share, how have you adjusted?

Write and share - 1/2 sheet, Name/Title of the activity, purpose/concept and brief description

Share - How you've adjusted the syllabus/assignments

Share - Activities you remember from being a grad student in 650

9. Competencies and KSD from the Syllabus.

What competencies are appropriate for 651? (dots, vote?)

What Big Ideas/Concepts are appropriate for 651? (Brainstorm, sort)

What would be a good take-away for their Resource Notebook? What might they need?
(Brainstorm and discussion)

Growth measures: What might be a good growth measure for the Grad Student?

How might we gauge impact on their students?

10. Activities and workload. How much structure/freedom do you want or need?

Let's talk activities:

Short 20 pointers, mid-size 40-60 points, Final Project

Resource Notebook

Possible Point distribution for 650	
Attendance and Participation	120
Small weekly assignments	5 or 6 X 20 = 120
Medium assignment	50-60
Final capstone assignment and sharing	100
Resource Notebook items	?
Pre/Post Assessment	20
Philosophy/Belief paper (Beginning of 650, reflection about it at the end of 650)	20 + 10 = 30
Total (I'd like to keep these about 400 points?)	

9. Textbooks

Review the texts, distribute comment sheets

What aspects of our textbook do we care about?

Synchrosium I Agenda

Write those along the side, 0-5 along the top
Include a place for comments, price, number of pages, visual appeal
Ability to continue to use in the classroom

Share Out

10. Focus Questions:

What support do you need as an adjunct from Ashland University?

What ideas do you have about following up or supporting our endorsement/grad students?

What concerns do you have for the Talent Development Program at AU?

Anything else you want to add?

Synchrosium I Agenda

Course	Main ideas	Possible portfolio items
650	<p>Characteristics</p> <p>History</p> <p>Professional organizations, websites and Conferences</p> <p>Philosophy</p> <p>Possible models and strategies</p> <p>State standards/rule</p>	<p>Pyramid (or other model of giftedness/intelligence)</p> <p>mapping out Case Study</p> <p>Pyramid, mapping out self</p> <p>Glossary</p> <p>Philosophy</p>
651	<p>Curriculum</p> <p>orientations/precepts for their own philosophy</p> <p>Museum Curriculum</p> <p>Strategies (from their papers and collected from their colleagues)</p> <p>Websites</p> <p>Assessment (using pre and post data, qual and quant)</p> <p>Important names</p> <p>Considering a rationale for a strategy or model</p>	<p>Philosophy paper</p> <p>Museum curriculum projects (their own and peers)</p> <p>Strategies</p> <p>Assessment</p> <p>Name glossary</p>
652	<p>PD</p> <p>Models</p> <p>Assessing programs, updating</p> <p>Professional websites and organizations</p>	<p>PD ideas and peer support</p> <p>Group final project</p> <p>Writing WEP Goals?</p> <p>Some kind of collaboration project (parents? Peers? PD?)</p>
653	<p>Social/emotional needs</p> <p>Guidance needs</p> <p>Counseling issues</p> <p>Esp: urban, boys, girls, over-excitabilities, depth, parents</p> <p>Dialogues - ?</p>	<p>Handbook</p> <p>Holding student groups – example letters, topics?</p>
654	<p>Piirto model – I’s, Core Attitudes</p> <p>Creativity in creative producers</p> <p>Creative Problem Solving</p>	<p>Ideas for Piirto’s “I’s”, Core Attitudes (ongoing grid)</p> <p>Creativity final reflection about exploring own creativity and how it is reflected in teaching creativity</p>
796	<p>Demographics/context</p> <p>Strategy/differentiation</p> <p>Self-reflection</p> <p>Final philosophy paper?</p>	<p>Final Philosophy</p> <p>Observations (these need updated)</p>

Synchrosium I Agenda

		This could be where they put together their portfolio and turn it in/self assess for part of the 796 grade
Other		Capstone paper