

Life Calling Seminar, Columbus Center

Saturday, March 30, 2018

Photos from the event

Agenda

Professional Development Proposal Document

ASHLAND UNIVERSITY





Life Calling Seminar - 2019

Saturday, March 23 9am-5pm 6393 Oak Tree Blvd. Second Floor Independence, Ohio 44131	Saturday, March 30 9am-5pm 1900 E Dublin Granville Rd Columbus, OH 43229
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9am-12 pm: Morning Session

9-10ish

Activity: Table tents with students' hope to accomplish/learn from seminar (maybe share out?) [15 min].

Slides: Overview of session. Overview and discussion of Jen's research on crisis and critical incidents. [10-15 min]

Activity: Think/Jot - How does stress affect you? Share out. [10 min]

Slides: Compare their responses to research on cognitive effects, physical effects. [10 min]

Activity: Name those stressors. Thoughts on this activity? [20 min]

10ish-10:45ish

Slides: Effects of Standardization, the Crisis Cycle, Care over Cure, What I learned about teachers who have successfully navigated this cycle, Catherine/Ellie/Maggie's stories. [15-20 min]

Guitar: The Sacred La. "Tune your Voice." [5 min]

Activity: Think/Jot - the story of what brought you to teaching. What mattered to you then? Share out. [20 minutes]

10:45ish-noon

Activity: Annotated life/career timelines (to pinpoint joys and challenges, and determine areas of stress, previous positive techniques or strategies.) [30 minutes]

Activity: Cups. [30 minutes]

Sharing out and debriefing from the Lifeline and Cups activity. [15 min]

[give them the "What Matters" article to read over lunch]

12-1:30pm: Lunch

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1:30 - 5:00pm: Afternoon Session

1:30-2:20 pm:

Welcome back. Start with music ["Mercy"] [5 min]

Slides: Mindfulness, Kaelin's critical incidents and timeline, What is mindfulness, the mindfulness toolbox.

Activity: Centering & Grounding (discussing mindfulness and chair yoga)

2:20--3:30pm:

Slides: The inner and outer life, preparing for sculpture activity. [10 min]

Activity: Sculpture. (soft guitar here!) [20 min]

Activity: Reading the sculptures. [20 min]

Slides: Other ideas for self-care. [10 min]

3:30-4:30 pm:

Slides: Revisit day's work: think/jots, sculptures, Lifeline and prepare for the Vision Board [5-10 min]

Activity: Collage/Vision Boarding [30-40 min] and sharing out

4:30pm

Slides: Exit card instructions [10 min] and sharing out

Last words:

Discussion of PD credit project options.

4:55pm

Song "She"

NOTE: This PD session is 6.5 hours, exclusive of lunch break. For the remaining 6 hours, participants will complete an individualized project. This project should extend the content of the PD session, and directly applies it to an aspect of their life or teaching.

Some suggestions:

*Choose one of the concepts from the PD session, explore resources (a combination of those from the Resource List or sources they find on their own) related to that concept, read these resources, and submit a plan of implementation of the concept into your life or teaching.

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*Read at least 3 chapters from *The Courage to Teach*, by Parker Palmer (or another book of their choice), and write a reflection paper with your thoughts on those chapters. A plan of implementation of one or more of the ideas is also appropriate.

*Extended work on their Vision Board or Annotated Timeline, turned in with a reflection on the impact of completing this creative work and its impact on their life and teaching/work.

*Other project as determined by the facilitators and student.

Materials list:

Art supplies	Other	Promotional items
Clay, foil, plates, baggies Toaster Oven Markers and colored pencils Erasers, sharpeners Drawing paper Copy paper Heavy cardstock Glue sticks and modge-podge Colored paper	Copies of "What matters" PD credit enrollment forms Guitar, tuning fork Dissertation hard copy	Cups Pens and pencils notebooks



Office Use Only

(Rev. 9/18)

Topic: _____

Class #: _____ Term: _____

Registration: _____

Grades Due: _____

Comprehensive Professional Development Proposal Form

All proposals should be submitted two weeks before the start of the offering.

Class Title (max 24 characters including spaces): _____

Face-to-Face Online Hybrid Job Embedded Unique Design

(See Item 5, next page, for a description of each type of class offering)

Date Class Begins: _____ and **Ends:** _____

Beginning and Ending Times of Class Sessions: 9am-5pm

Contact Hours: 13 (See Item 5, next page, for hour requirements of each type of class) **Semester Credit Hour(s):** 1

Date Final Projects are due to Adjunct: May 31

Registration Options (pick only one of these options):

In Person by AU Representative Requested Date/Time/Location _____

OR by District/ Organization Number of Registration Forms _____

OR Online Registration Dates to open and close on website _____

Sponsoring School or Agency: AU, Schar College of Education

Class Location (please provide the full address with building and room location included):

Ashland University Independence site

Ashland University Columbus site

Adjunct Instructor responsible for class: Jennifer Groman

Work Phone: _____ Cell Phone: 419-651-2586 Email: kgroman@ashland.edu

Adjunct/Instructor Status Approved by Ashland University Adjunct Approval Request in Process

Additional Instructors (if any): Kaelin Lee

Class Coordinator (all class correspondence will be directed here): Jennifer Groman

Mailing Address: Schar College of Education, Room 257, Ashland University, Ashland, Ohio 448

Work Phone: _____ Cell Phone: 419-651-2586 Email: kgroman@ashland.edu

Director/Superintendent Designee:

Confirm that The Director/Superintendent Designee has approved the submission of this proposal: Yes

• **Tuition (\$180/credit X the number of credit hours):** \$ _____

• Instructional Fee: (max \$106 Instructional fee recommended) \$ 0

Payable to: _____

Address: _____

• Technology fee \$ _____

Total Student Fee Collected by Ashland University \$ _____

Student Will Pay TOTAL to Ashland Directly --OR-- Ashland University will Bill as a Group Bill

Address for AU to send Tuition Invoice: _____

Separate Fee Paid Directly to District, Organization, or Consultant (Amount) \$_____

Do you want this course to be posted on the AU website as an open class? Yes No

Approximate number of participants registering for credit: 2

Class Description: Provide a one paragraph description of this class. If this class is open to the public, this description will be posted on the Ashland University website.

Teaching is a profession that requires engagement and energy, and teachers end up giving so much of themselves in the process. While there are countless rewards for the work teachers do, the profession can be intensely isolating, frequently demeaning, and always challenging. It is easy to lose energy and heart, and it is easy to forget why we entered the profession in the first place.

This Life Calling Seminar is a very personal exploration of the joys and challenges of the profession with an eye toward the future. Using simple creative work, story-telling, self-reflection, mindfulness techniques, and small group discussions, participants will revisit their journey to and through the profession. The purpose of this journey is to gather together the fragments of wisdom gained through time in the profession, and to use this knowledge to remember, re-invigorate, and even rewrite their Life Calling.

Items listed below directly reference

[Ohio's Standards for Professional Development \(April 2015\)](#)

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students...occurs within the learning communities committed to continuous improvement, collective responsibility and goal alignment. Check those that apply.

- Engages in continuous improvement
- Develops collective responsibility
- Creates alignment and accountability

2. Leadership: Professional learning that increases educator effectiveness and results for all students... requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning. Check those that apply.

- Develops capacity for learning and leading
- Advocates for professional learning
- Creates support systems and structures for professional learning

3. Resources: Professional learning that increases educator effectiveness and results for all students... requires prioritizing, monitoring, coordinating resources for educator learning. Check those that apply.

- Prioritizes time, human, fiscal, material and technological resources
- Monitors resources
- Coordinates resources

4. Data: Professional learning that increases educator effectiveness and results for all students... requires the use of a variety of sources and types of student, educator and system data to plan, assess, and evaluate professional learning. Check those that apply.

- Analyzes student, educator and system data
- Assesses progress
- Evaluates professional learning

4a. Describe the current educational issue/problem that this professional development class addresses.

Teacher burnout due to long-term stress, critical incidents, and crisis.

5. Learning Designs: Professional learning that increases educator effectiveness and results for all students...integrates theories, research and models of human learning to achieve its intended outcomes. Check those that apply.

- Applies learning theories, research and models
- Selects learning designs
- Promotes active engagement

5a. and b. **Attach an agenda** that describes each session that the class will meet and the activities that will take place outside of class. The agenda must include the date/time for each session and a bulleted listing of all topics and activities for all sessions/activities. For each credit requested, your agenda must document...

1. **Face-to-Face**...12.5 hours (excluding breaks and meals) of traditional classroom instruction
2. **Online**...12.5 hours of adjunct facilitated/monitored online instruction (excluding breaks and meals)
3. **Hybrid**...12.5 hours of a combination of face-to-face and online instruction(excluding breaks and meals)
4. **Job Embedded**...5 hours of traditional classroom instruction (at least 2 meetings) and 30 hours of team and individual study/implementation. Include description and log of how 30 hours will be monitored.
5. **Unique Design**...Prior to submitting a "Unique Design" proposal, meet with the Ashland University Professional Development Director to assure that University and Ohio Board of Regents' credit requirements are met.

The agenda has been attached that includes dates and times of face-to-face meetings? Yes (These dates may help set any In-Person Registration dates and times)

If you have indicated this is a Job Embedded proposal, the documentation has been attached? Yes

6. Implementation: Professional learning that increases educator effectiveness and results for all students... applies research on change and sustains support for implementation of professional learning. *Check those that apply.*

- Applies change research
- Sustains implementation
- Provides constructive feedback

6a. Describe in detail the assignment given and evidence gathered to assess participant performance and award graduate credit. The assignment must have at least 3 hours of work outside of class for each semester hour of credit.

This PD session is 6.5 hours, exclusive of lunch break. For the remaining 6 hours, participants will complete an individualized project. This project should extend the content of the PD session, and directly applies it to an aspect of their life or teaching. Some suggestions:

- *Choose one of the concepts covered, explore resources related to that concept, read these resources, and submit a plan of implementation of the concept into your life or teaching.
- *Read at least 3 chapters from *The Courage to Teach*, by Parker Palmer (or another book of their choice), and write a reflection paper with your thoughts on those chapters. A plan of implementation of one or more of the ideas is also appropriate.
- *Extended work on their Vision Board or Annotated Timeline, with a reflection on the impact of this creative work and its impact on their life and teaching/work.
- *Other project as determined by facilitators and student. See Agenda for more information.

7. Outcomes: Professional learning that increases educator effectiveness and results for all students...aligns its outcomes with educator performance and student curriculum standards. *Check those that apply.*

- Meets performance standards
- Addresses learning outcomes
- Builds coherence

7a. List what participants will know and be able to do when they complete this class.

Students will know:

1. Aspects of crisis and critical incidents that can impact teachers and their effects.
2. What causes them stress and in what way.
3. The specific stressors in their lives are long term/temporary, controllable/non-controllable, more/less powerful stressors
4. The specific events in their life have been instrumental to their growth as a teacher.
5. Many techniques and strategies for relieving stress, energizing themselves and their students.

Students will be able to:

1. Relate why they entered the profession.
2. Relate the instrumental events in their growth to their calling and purpose.
3. State their vision of personal future desires and goals.
4. Relate first steps to moving forward on their future desires and goals.
5. Do simple chair yoga moves, identify specific personal strategies and techniques for stress relief.
6. Relate at least two specific classroom based strategies for relieving stress in their classroom.

PLEASE REMEMBER TO ATTACH AGENDA

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1005 N. Abbe Rd.

Columbus Center

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col-pds@ashland.edu

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