

Calvin College
Monday, March 20, 2017

COOPERATING TEACHERS'
CONFERENCE

8:30 Registration
Prince Center

8:45 Welcome and Introduction
Dr. James Rooks
Dean of Education
Calvin College

Dr. Elizabeth Knepper-Muller
Central Michigan University
President, ITEC-WM

9:00—9:50 Session I

10:00—11:00 Brunch

10:30 Keynote Speaker
Trevor Muir
Teacher
Byron Center High School

11:00—12:00 Session II

The Cooperating Teachers' Conference is sponsored by:



Aquinas College, Baker College, Calvin College, Central Michigan University
Cornerstone University, Ferris State University, Grand Valley State University
Hope College, Kendall College of Art & Design, Michigan State University,
Western Michigan University
www.itec-wm.org

CONFERENCE PLANNING COMMITTEE

Jane Genzink, Gwen Buteyn - Calvin College
Kristin Rich - Cornerstone University
CJ Mehall, Raul Ysasi - Grand Valley State University
Nancy Cook - Hope College
Stacey Pylman - Michigan State University

Workshops

*All seminars are offered each session unless noted.
Please remember to turn in the conference evaluation
form at the end of the morning. Thank you!*

1. Co-What? Co-Teaching as a Model for Student Teaching

DC 130

*Susan Brondyk, Ph.D.
Assistant Professor, Hope College
Nancy Cook*

Director of Student Teaching, Hope College

Helping the student teacher grow into the profession can be one of the most challenging and equally rewarding experiences of one's teaching career. This session will introduce you to ways to have productive conversations with your student teacher about effective teaching as you co-teach together in the classroom.

2. Quick and Easy Differentiation Strategies for High Ability Learners

DC 140

Becky Mann

Adjunct Professor, Hope College & University of Connecticut

You think I have time to differentiate??? Unfortunately, differentiating the curriculum can be overwhelming and, in some cases, time consuming. Good news, it doesn't have to be. Often the most effective differentiation strategy is the result of an "on the spot" decision or is student generated. This session focuses on "low prep" strategies such as questioning, "the answer is", "how many ways", and self-created challenging activities to give you a head start on effectively meeting the needs of your high ability learners.

3. Helping Your Intern with Classroom Management

DC 150

Stacey Pylman

Grand Rapids Internship Coordinator, Michigan State University

There are a variety of reasons an intern might struggle with classroom management. In this session you will learn how to support the intern in numerous areas of classroom management by looking at possible root causes, and develop a plan for how to mentor the intern in his/her particular area(s) of need.

4. Using Technology to Unlock the Keys to Quality Classroom Assessments

DC 160

*Jacquelyn Melin
Affiliate Professor, Grand Valley State University*

Best practices in classroom assessments shows that assessments can be useful as motivators to help students learn, especially when students are involved in the assessment process. In this session, participants will be introduced to the five key elements of quality classroom assessment and will actively explore a variety of technology tools to develop assessments. Since technology is both highly customizable and motivating to students, incorporating technology with assessment practices is an ideal way to assist teachers as they develop classroom assessments. Participants will be able to design and implement assessments immediately. Bring your smartphone, tablet or computer.

5. Writing the Final Narrative Evaluation: How to Avoid the Paper Plague Second Session Only

DC 170

*CJ Mehall & Raul Ysasi
Grand Valley State University*

C.J. Mehall and Raul Ysasi, Affiliate Faculty for Grand Valley State University, will be providing tips on how to write the final narrative evaluation. The presentation will be based on the PRAXIS III: Classroom Performance Assessments criteria developed by Educational Testing Service. This framework identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research. The presentation will focus on putting in writing what student teachers should know and be able to do in the exercise of their profession.