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“..set goals for yourself along with your students.” AR



## LETTER FROM APRYL RILEY INDUCTION & MENTORING PROGRAM DIRECTOR

Greetings Educators!

Welcome to our 1st Year Mentors and Mentees and welcome back our 2<sup>nd</sup> Year Mentors and Mentees! I hope that you were able to do some self-care this summer and reenergize your batteries for the upcoming school year. The beginning of a new school year is always an exciting and nervous time. While the first couple of days back are filled with meetings, trainings and heavy lesson planning, the first day of school is also filled with getting new students, calming their fears and nervousness about the school year while calming your own as well. As you go into this school year, I hope that you've set goals for yourself along with your students. Please make time to manage being the best educator you can be, while still taking care of our family and most importantly yourself! Please give us as much open and honest feedback so we can help you be the best educator you can be. I look forward to working with you this school year and all the great collaborations coming soon.

## NOTE FROM JOANNA OCEGUERA INDUCTION & MENTORING PROJECT MANAGER

Welcome to our annual Induction & Mentoring Newsletter. This year we will be adding to the newsletter by creating monthly teacher spotlights. This won't be possible without you, so please reach out to us if you are doing something you'd like to share with your colleagues. As your year progresses, remember the words of Robert John Meehan, "Your life as a teacher begins the day you realize that you are always a learner."

# Summer PD 2018



## INDUCTION & MENTORING SUMMER PROFESSIONAL DEVELOPMENT

This summer we invited 30 Chicago Public School teachers to attend the Induction & Mentoring Professional Development at Illinois State University in Normal, Illinois. We were accompanied by teachers from Decatur Public Schools and Peoria Public Schools. Teachers attended a variety of professional development that included:

- Effects of Toxic Stress on the Brain and Student Learning
- Classroom Escape Games as Teaching Tools
- Universal Design for Learning
- Designing Effective Math and Literacy Centers
- The Trauma of Illiteracy: Lessons from Students Who Fell through the Cracks
- Foldables for Interactive Learning
- Social/Emotional Learning: Positive Discipline, Classroom Management and Leadership
- Coping with Compassion Fatigue
- Level Up: Up Your Engagement Game
- And more..

The PD topics were chosen based on data that we collected from the teachers that participated. We are committed to helping teachers build their practice by providing them with professional development that they know they need. In addition to the PD listed above, we instituted EdCamps as a part of our Summer PD because they have proven to be a significant part of the PD. Shannon Mittleman, the Director of the Decatur Teacher Education Pipeline, brought EdCamp to the I&M Summer PD in 2017. That year we saw first hand how crucial it is to create a space where teachers could have structured time together to discuss the important work that they are doing day in and day out. The time they spent together, focused on educational topics, became a really important factor in building trusting relationships. It also afforded them the opportunity to share what works for them in their classrooms. This information is invaluable for beginning teachers, as well as seasoned teachers. Thanks to everyone involved, the I&M Summer PD was a complete success. Thanks to all that participated! –JO



Natalia Gomez, a first grade teacher at Hibbard Elementary School on the near north side, welcomed us into her classroom to share how Mindfulness has had a positive effect in her classroom.

April Riley: How did you start with trying to get the students into a place of being mindful?

Natalia Gomez: I started once a day in the morning and it was like quiet time and breathing. I would say, “Sometimes our bodies need some quiet and stillness. We are so busy throughout the day.” I always say, “Mind, heart, and body.”

Joanna Ocegüera: Did you do any research before you started?

NG: I probably started using the oils first. I started it out for me because this is my classroom and my space. I wanted to make this space peaceful and calm and gradually wanted to share it with them. We read, “The Book of Joy” in a bookclub at school (a group of us). Then we started doing Go Noodle.

AR: Do you see a difference when you were in the classroom with and without Mindfulness?

NG: I do see a difference with it. Even if they aren't totally engaged, I see them being respectful.

AR: Some teachers may say they don't have time..what would you say is a good time for them?

NG: It has become part of our routine. Sometimes you could take 3 minutes or even 6 minutes. It's a way for them to connect with themselves. They need this.

JO: Any advice for teachers that want to do this?

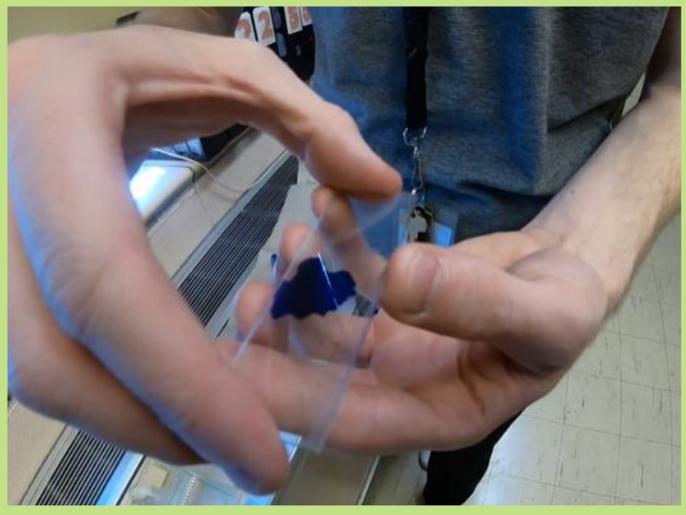
NG: Try it. Start Small.

In addition to infusing Mindfulness as a model in her classroom, Natalia runs an afterschool Yoga Club for 5<sup>th</sup> & 6<sup>th</sup> grade students. Mindfulness for both the teacher and student is so important. This academic year, Natalia Gomez will meet with us to discuss how teachers could create a classroom that incorporates Mindfulness to their everyday teaching and learning.





## TECHNOLOGY-PATRICK COUGHLIN



“The kids will buy into it; so use their ideas for sure.” Patrick Coughlin

Patrick Coughlin, a Sophomore Biology teacher at Hubbard High School on the Southwest side, invited us to have a chat with him regarding his technology request. Patrick requested a GoPro camera. He and his high school students have used it to capture video of Biology labs and chicks hatching on a field trip. When we met with Patrick, he had just received the GoPro. He had done a couple of labs with the camera, but was very open to ideas for future use. Apryl and I talked through some options with him.

Apryl Riley: How did it all start?

Patrick Coughlin: First I started off by showing them Youtube videos of what a GoPro can do; skiers, live action, etc. Then we did a cheek cell project. The camera provides a unique way of looking at it.

[He showed us some videos he’s taken.]

Joanna Ocegueda: Have you thought about using the GoPro to give directions for a lab or project?

PC: I have thought about using it as a demonstration. Especially for visual learners. We have a laminated sheet with pictures. It takes as good of pictures as it does videos.

AR: Could you set that up on your website? Maybe for a kid that missed a lesson.

PC: For sure! I can upload it to Google Classroom. I sent it to my brother in Georgia that does film animation [for some help with editing].

JO: Since you’re so active in your personal life, have you considered using it as a “window” for the students?

PC: It’s fun to incorporate things in your own life. I do white water rafting..how cool would it be to show the kids!

JO: Any advice for teachers that want a GoPro?

PC: The thing I wish I knew before getting it is getting the right software. Premier Pro is 80 bucks a year. Also understanding how to use the software. Keep looking for different ways to use it.

It was great to hear how Patrick plans to use the GoPro on future experiments and projects, including a Skateboarding Club and even introducing the idea of recording himself for reflective practice with his mentor teacher. We appreciate Patrick’s time and enthusiasm.



## MONTHLY TEACHER SPOTLIGHTS

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This year, we will continue to focus on teachers who are honing their craft. As featured in the 2017 I&M Newsletter, teachers will share effective practices in their classrooms. I will reach out to you in regards to April and I coming to visit you at your building. We would love to see what you are sharing “in action” but we understand that sometimes it isn’t possible. If that’s the case, we could meet with you during your free period or before/after school. Things to feature include: school-wide initiatives that work, student projects, teacher leader opportunities, approved grants, awesome lessons that work in your classroom, mentee-mentor relationships, technology in your classroom, and so much more. Please reach out to me if you would like to be featured. Remember that you can upload this newsletter to your Reflect and Learn as an artifact of your professional responsibilities under Domain 4.



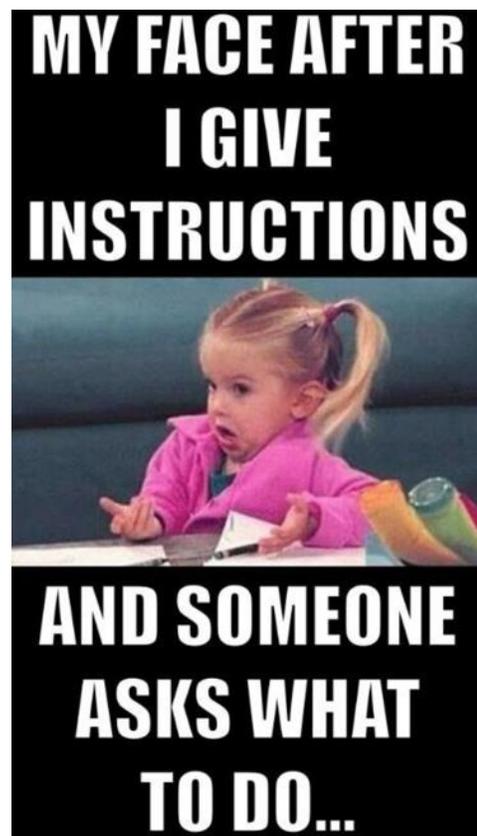
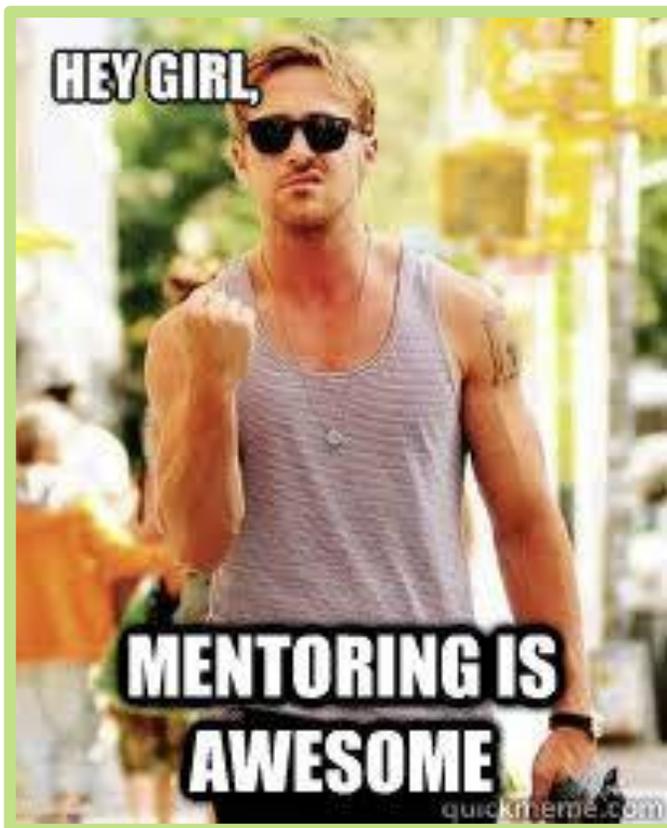
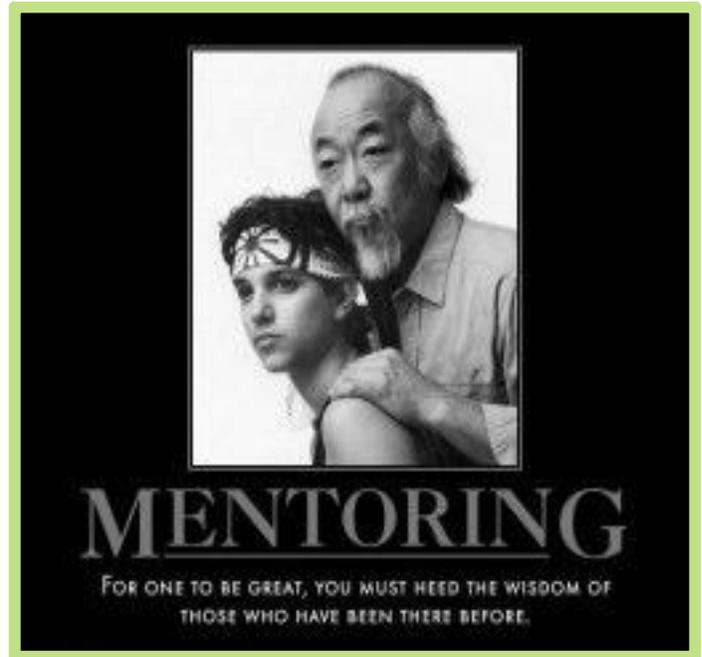
## CHICAGO EDCAMPS

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Since we saw the great benefits of EdCamps at the Summer PD this year, we will be incorporating them into programming this 2018-19 academic year. These EdCamps will be different than the PD and mentor training in that they will be voluntary and unpaid. We want to create a sense of community among our program participants and we hope that you will all be willing to join us. More information to come.

# Mentoring/Teacher Memes

I would like to give a special thanks to all that contributed in one way or another to this newsletter. We count on you to keep giving us opportunities to shine a light on the great work you are doing in our schools.



\*\*Send me some of your favorites ([jmocegu@ilstu.edu](mailto:jmocegu@ilstu.edu)) and I'll add them to the next newsletter! ☺

## **INDUCTION & MENTORING 2018-2019**

- October 27, 2018-- 8:30 – 11:30 \*Everyone**  
**@ Breakthrough FamilyPlex** 3219 W Carroll Ave, Chicago, IL 60624  
Professional Development
- Mentor Training **12:30 – 3:30 \*Mentors ONLY**
- November 17, 2018-- 8:30 – 11:30 \*Mentors ONLY**  
**@ CTEP OFFICE** 2934 W. Lake Street, Chicago, IL 60612  
Mentor Training
- December 15, 2018-- 8:30 – 11:30 \*Everyone**  
**@ Venue TBD**  
Professional Development
- March 2, 2019-- 8:30 – 11:30 \*Everyone**  
**@ Breakthrough FamilyPlex** 3219 W Carroll Ave, Chicago, IL 60624  
Professional Development
- Mentor Training **12:30 – 3:30 \*Mentors ONLY**
- May 18, 2019-- Curriculum Planning Workshops**  
**\*Everyone**
- EdCamps TBD \* Everyone**

### Contact Us:

Apryl Riley, Program Director [agrile1@ilstu.edu](mailto:agrile1@ilstu.edu)

Joanna Ocegvera, Project Manager [jmocegu@ilstu.edu](mailto:jmocegu@ilstu.edu)