IMSA ALLIES

The Power of Near Peer Teaching
Agenda

- IMSA Outreach Programs
- Overview of the Allies Program
- Program Pillars
- Training Themes
- Evaluations
ALLIES:

- Active
- Learning and
- Leading
- Integrative
- Explorations and
- Scholarship
ALLIES Overview

• Weekly hour long meetings
• Two tracks: new Allie and returning Allies
• Allies must complete the key components of the curriculum and serve as a shadow during a real program before getting placed as a teacher or group leader
“Near Peer”

- Near peer role models (NPRMs) are people who might be “near” to us in several ways: age, ethnicity, gender, interests, past or present experiences, and also in proximity and in frequency of social contact.
Social Learning Theory

“Seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they themselves possess the capabilities to master comparable activities” Bandura, 1997
Near Peer model benefits both teacher and learner
Near-peer mentoring of this kind has been suggested as a way to help students otherwise unlikely to remain in STEM fields persist. (Dannelly and Stiedly 2002)
# Three Program Pillars

## Leadership
- Communication
- Problem-Solving
- Team-Building
- Group Dynamics
- Service
- Reflection

## STEM Content
- Facts/Concepts
- Themes
- Processes
- Practices
- Professions

## Teaching
- Delivery
- Inquiry
- Classroom Management
- Time Management
- Design Process
- Role Model
Training Topics

- Self-Awareness
- Effective Communication
- Classroom Management
- Socratic Questioning & Inquiry
- Supporting Risk Taking
- Second Track: Developing Presence
“The unexamined life is not worth living.”

-Socrates
Everything that irritates us about others can lead us to an understanding of ourselves.

-Carl Jung
“It’s so incredible to finally be understood.”

Take our Personality Test and get a ‘freakishly accurate’ description of who you are and why you do things the way you do.

Free. No registration required.

TAKE THE TEST ▸
Effective Communication
Classroom Management & Instructional Strategies
Welcome!

VOCAB
* SOLUTIONS
* EXOTHERMIC

SAFETY RULES

Picture

NAME

WINTER SURVIVAL
Socratic Questioning & Inquiry
subdermatoglyphic
Developing Presence
Teacher Preparation & Content Training
Mockshops

Expectations

- Take the MINDSET of a younger student, not the BEHAVIOR.
- OBSERVE AND ASK QUESTIONS.
- Look for MATERIALS CHANGES.
- Model group leader behavior and LEAD BY EXAMPLE.
- Give MEANINGFUL constructive criticism.
Program Delivery
# Feedback

## General Teaching *

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<th>Needs work</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>Adaptability</td>
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<td>Keeps participants attention during lecture</td>
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<td>Manages time well (doesn't lecture too long)</td>
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<td>Demonstrates knowledge of STEM content</td>
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<td>Challenges the participants to seek answers</td>
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<td>Provides encouragement</td>
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<td>Does wrap-up to reinforce learning</td>
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Charlie Hultquist, IMSA Class of ‘18
Allies Growth

Observation Checklist Ratings

- June 2015
- Dec 2014