Agenda

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

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

- Weekly hour long meetings
- 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 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.
Katrina Kuhn, IMSA Class of '17
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

- Reflection
- Practice & Preparation

Feedback

Program Delivery
Training Topics

- Self-Awareness
- Effective Communication
- Classroom Management
- Socratic Questioning & Inquiry
- Supporting Risk Taking
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
Charlie Hultquist and Radeesha Jayewickreme, IMSA Class of ‘18
Classroom Management & Instructional Strategies
Welcome!

VOCAB
* SOLUTIONS
* EXOTHERMIC

NAME

WINTER SURVIVAL

SAFETY RULES

-/+

H₂O
Socratic Questioning & Inquiry

thermal cycling

temp

[Diagram of processes with handwritten notes]
subdermatoglyphic
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
ALLIES Teacher Evaluation Rubric Overview

Program Outcomes and Indicators

1. Facilitate an environment that supports student learning
   o Provide effective classroom and collaborative group management
   o Build rapport with and among student participants
   o Establish clear norms, routines and procedures

2. Evidence an understanding of the central concepts of inquiry and create learning moments that are inquiry-based
   o Uses effective questioning strategies
   o Facilitates active learning; support of student risk-taking
   o Facilitates student reflection and explanation/sharing of evidence

3. Deliver effective instruction that results in student engagement and students’ positive outlook on STEM and IMSA
   o Teacher preparation
   o Teacher attitude/ modeling excitement toward STEM
   o Discourse level

4. Reflect on practice and learning and contribute to the Allies learning community and broader IMSA community
   o Reflects on lesson delivery and classroom pedagogy
   o Builds relationships with Allies peers
   o Collaborates with Center for Teaching and Learning Staff
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