

ISEEN 2023 Winter Institute - Model Programs and Practices Schedule

Presenter/s	School or Organization	Proposed Title of Presentation	Description	Topics Addressed	Rotations
Aaron Schorn and Kelly Fast	Unrur	Documenting a Student's Experiential Learning Journey: A Case Study in Youth Empowerment	Learn how to create a culture and operations system of documentation and storytelling in experiential education programs. This in turn can co-create community and build trust in your classrooms, programs, and organizations. You will walk out with a greater understanding of the documentation and storytelling tools that build community and transparency, protocols and processes that build trust and accountability; a lesson plan focussed on equity and identity, and a guideline on how to make documentation more seamless. We will discuss student portfolios, and how to demonstrate and document student skill/intellectual growth and reflections in experiential learning. Come to this workshop if your goal is to build or grow a culture of inquiry, collaboration, community, and joy in your learning programs. We will end the MPP discussing public displays of learning, pitches, demo days, and celebrations of learning.	Outdoor ed, DEI, School Leadership, Student Leadership Classroom Teachers, Global Ed., Sustainability, Community Engagement	1-4
Andrew Stephens Ann Sellers Jaimie Crawford	NSU University School	Identifying Core Competencies to Drive Experiential Education	We like to believe all learning is achieved through experience and therefore all experiential education is inherently valuable. But what are the end goals? To truly thrive, experiential learning must advance specific, school-wide learning outcomes. At NSU University School, core competencies represent a comprehensive "portrait" of a student that cannot be gleaned from grades and transcripts alone. Upon graduation, students must demonstrate competency in six key areas: Critical Thought & Reflection, Personal Responsibility & Integrity, Scientific or Quantitative Fluency, Creativity & Innovation, Ethics & Social Awareness, and Communication & Collaboration. Students demonstrate mastery of these through coursework, but also through projects, performance, service, athletics, and of course, experience and reflection. This session will explore how such competencies can underpin all experiential learning initiatives, helping to frame and streamline a comprehensive experiential education curriculum across the entire school.	DEI, School Leadership, Student Leadership, Classroom Teachers, Global Ed, Community Engagement	1-4
Annie Peuquet	Envoys	Confidence and Empowerment: The Power of Checklists in the Field	As experiential education program designers and implementers, we all work diligently to ensure our risk management policies and protocols are thorough, responsive, and complete. The moment programs enter the field, the policies we defined and documented at Headquarters or at school are put into practice -- and opportunities for slippage occur, even with the very best of intentions from trip leaders. This often happens because policies are interpreted in different ways. For example, what does "Complete a Bed Check" really look like in practice? This session will model Envoys' proprietary checklist app, developed based on the philosophy of Atul Gawande's The Checklist Manifesto. This app enables trip leaders to assess risk and effectively practice our risk management policies in the field throughout a program, from accommodations, to transportation, to activities, to vendor screening, to student briefings, and much more. Efficient to use and functional without cell phone service, checklists enable trip leaders to feel confident in their decision making and empowered to manage the inevitable variances in plans that occur every day on travel programs. Participants in the session will leave with paper copies of several checklists they may choose to give to trip leaders for use in the field.	Outdoor Ed, School Leadership, Student Leadership, Classroom Teachers, Global Ed.	1-4
Christen Clougherty	Nobis Project	Women Driving Change: Role of Youth and Women in the Civil Rights Movement	While the history of the Civil Rights movement focuses on the male leaders, over fifty percent of the activists were women and young people. By exploring significant events in one city, including Rosa Parks and the Montgomery Bus Boycott and the Freedom Rides, we learn how youth and women shaped the Civil Rights Movement in Montgomery, Alabama. Participants hear the story from the children, relatives and subject matter experts of the phenomenal women who led, fed and fueled the Montgomery bus boycott and took in the Freedom Riders. Participants trace the footsteps of these historical giants through tours and visits to heritage sites. Additionally, participants are guided through experiential reflection activities and come away with the ability to interpret social change from a more critical perspective and see themselves as part of it. What we are most excited to highlight in our presentation is why we choose to select one city, how we went about forming partnerships at a distance, and what experiential elements we include that allow for participants to unpack the complex history of the Civil Rights Movement while building skills for participating in the current fight for social justice.	DEI, School Leadership, Student Leadership, Classroom Teachers, Global Ed, Community Engagement	1-4
Christine Cotton Emma Esposito Samuel Lee Bela Chandler Nina Gupta	Cary Academy	Increasing Student Engagement with the LetServe Service Learning Program	Learn from Student Leaders! LetServe is a Service Learning program designed to facilitate student engagement, responsibility and reflection with a team always available to support student service learning journeys. LetServe's program provides web and mobile access, IT experts and service learning/non-profit professionals to promote student responsibility, leadership, and equity. At Cary Academy, student leaders and staff partner with LetServe to engage students in external community service, learning, and reflection. Using customized dashboards to increase engagement, students research and find local volunteer opportunities and log and track service hours; all while making the community engagement simple and equitable for students, and reducing the paperwork and administration burden for administrators. With the many benefits to student volunteerism, having a program that helps students easily identify and participate in local opportunities is the key to the success.	School Leadership, Student Leadership, Community Engagement	1-4
Dana Salomon	Earthwatch Institute	Engaging students with Citizen (Participatory) Science	Teachers can easily incorporate citizen/participatory science into their teaching practice. Find out about the different levels of citizen science engagement and the benefits of incorporating citizen science into an experiential curriculum through an Earthwatch project in the Andorran Pyrenees which utilizes the tea bag index to study decomposition rates of soils. Earthwatch lead scientist (Dr. Claramunt Lopez) will share information on the significance of having volunteers around the world help with data collection, especially the teachers and students who have participated on his project. This hands-on session will highlight the low cost of entry for anyone to contribute to citizen science. We will provide example lesson plans for citizen science projects, such as Abuzz (recording and submitting the buzz of mosquitos from a cellphone) or joining an iNaturalist initiative local to schools. Earthwatch's mission is to engage the public in science through research projects and educator/student fellowships -- this not only provides a rich experiential learning opportunity for students and teachers, but it also contributes data to authentic scientific research addressing pressing environmental issues such as climate change, ocean health, and sustainability.	Outdoor Ed., School Leadership, Classroom Teachers, Gloabl Ed, Sustainability, Community Engagement	1,2,4
David Maher	Tahoe Expedition Academy	Disrupting Education by Design: Constructive Adversity in Classrooms, Fieldwork, and Beyond	Education is the most powerful tool to change the world, but traditional education was designed for a different era and not designed to adapt. This is why nearly half a million youth from over 170 countries and territories have stated in the United Nations Youth Declaration that "...we are not waiting for an invitation to transform education. In fact, we are at the forefront of driving change; pioneering innovations, mobilizing our peers and communities, advocating for universal and quality education, and unceasingly working from the ground up to transform education." Tahoe Expedition Academy, a preK-12 school in Northern California, has been committed since its inception 12 years ago to do this work alongside students from around the world. This session will provide an overview of our Constructive Adversity pedagogy and look at how the educational design at "TEA" combines academics, character, and adventure to develop confident and creative problem solvers who thrive in and contribute to dynamic and challenging environments. Learn how your school can provide a more engaging, equitable education for all students by intentionally utilizing the risks, challenges, and adversity that occur in the classroom and in the real world. Attendees will leave with tools and resources to help make lessons, units, and fieldwork more relevant and engaging for their students.	DEI, Outdoor Ed., School Leadership, Student Leadership, Classroom Teachers, Gloabl Ed.,	1-4
Fatima Kaba	Havergal College	Global Learning and Leading Diploma	The purpose of the Global Learning and Leading Diploma is to provide a distinguishing program for students engaged in the work of the Forum for Change at Havergal. Understanding that the world is diverse and culturally connected, the focus of this Diploma is on increasing global knowledge, skills and mindsets to appreciate, engage and thrive in this world. We believe that learning is a life-long endeavour, whereby participants learn and implement meta-cognitive skills (such as self and supported reflection), research strategies and inquiry skills to cultivate their learning capabilities. Students develop an understanding of leadership, the skills required and nuanced approaches for being a leader for impact. This is an opt-in program for students in Grade 10, 11 and 12 and students work with the support and guidance of a faculty mentor to challenge and guide them in the GLLD requirements: global competency, social innovation, and a Learning Experience, which is local, regional, or international. Students also are challenged to extend their learning in a trans-disciplinary, self-directed, and self-created research project with curation of their work, reflections, and learnings in a Digital Portfolio.	DEI, Student Leadership, Global Ed.	2,3

ISEEN 2023 Winter Institute - Model Programs and Practices Schedule

Presenter/s	School or Organization	Proposed Title of Presentation	Description	Topics Addressed	Rotations
Greg Gerken	Chadwick School	Integrating Outdoor Education and Place-Based Learning in the Humanities Classroom	<p>This session will present two programs on how Chadwick School is extending and connecting the lessons and experiential nature of its outdoor education program to create deeper, comprehensive experiences in conjunction with our upper school Humanities curriculum.</p> <p>First, we will explore Chadwick's AP Language and Composition course entitled into the American Wilderness, a class that uses fiction and nonfiction to examine changing definitions of wilderness and how these ideologies impact America's relationships and decisions regarding nature. At the center of the experience is a sequence of "hands-on" experiential, outdoor education components allowing students to develop leadership and decision-making skills through literature, case studies, and direct experience. Students participate in four student-led expeditions into the California mountains where they practice OE skills such as navigation and camp craft, as well as read and write about the places they visit. The class uses place-based pedagogy to connect students to locations, allowing them to observe, experience, and reflect on their learning.</p> <p>The presentation will also examine how the ninth-grade English team created a multiweek unit exploring essential questions of how belief systems are impacted by place and how do stories and place create meaning. Literature centers on Joshua Tree National Park, and students learn about how authors use plot and literary devices to construct a sense of place. In the middle of the unit, students take a week-long trip to Joshua Tree, experiencing the natural aspects discussed in the classroom. On the expedition, students learn camp craft and navigational skills, and the experience culminates in a 3-hour solo, debrief, and reflection. When they return, students compose an illustrated short story that highlights their understanding of how to tell a narrative capturing the essence of a place. The unit concludes with students reading the story to a lower school class.</p>	Outdoor Ed., Student Leadership, Classroom Teachers, Sustainability	2,3,4
Kelly Mandy	Marist School	Immersive Theater and Virtual Reality	<p>Through the Goizueta Foundation, Marist School was able to create the Goizueta Center for Immersive Experience and Design. Within that space, there is an Immersive Theater that has been the site of several immersive events in the past school year. The events have ranged from the works of Frida Kahlo and Diego Rivera to the Impact of the Harlem Renaissance to the World of Dance. The theater is also home to the virtual reality equipment and teachers are able to bring their classes to the theater throughout the year to incorporate VR into their curriculum. Kelly Mandy, the Director of Global and Humane Studies at Marist, will speak on how teachers have been able to create these immersive experiences as well as the use of virtual reality in various classes. There will be VR headsets available for people to try out and immerse themselves in another world.</p>	Classroom Teachers, Global Ed.	1,3,4
Matthew Cook and Alicia Morris	Latin American Service Expeditions	Teaching Climate Change	<p>From the steep decline of the world's animal and insect populations to the melting of glaciers in the Arctic to the increase in unstable weather patterns on every continent, the global environmental crisis is a constant and increasing threat, not only to our students' future, but also to their mental health and well-being. Matthew Cook, M.A., development economist and owner of Latin American Service Expeditions, and Alicia Morris, M.T., world history teacher at Cary Academy, will lead a discussion of how educators might help young people navigate these dangerous times with resilience, courage, and hope. We will specifically examine ways to integrate climate change into the course curriculum and explore the challenges of teaching about climate change in a classroom setting. Finally, we will discuss opportunities for teaching about climate change beyond the science classroom. We will try to answer the question: "What can we do as teachers to start addressing this critical topic with our students?"</p>	DEI, Outdoor Ed., Student Leadership, Classroom Teachers, Global Ed., Sustainability, Community Engagement	1-4
Meg Anderson-Johnston	University Prep	Teaching Leadership: Imagining, Organizing and Running a Summit for Student Leaders	<p>We expect students to be leaders, but when do we give them time to build their skills and reflect on their leadership? When do we expect students to learn by doing and when do we ensure there is time for process? Last year, we participated in the ISEEN Student Leadership PAG, and with the group's support, we imagined, organized, and ran a student leadership summit in June 2022. The theme was "Nothing About Us Without Us": Inclusive & Empathetic Leadership, in which 30 students attended. In addition to participating in workshops and engaging with keynote speakers and an alumni leadership panel, we also designed the day-long conference to allow students an opportunity to practice leadership and responsibility for logistical components of the day. We will share our process such as our needs assessment and who we connected with in the school, learning, and materials for how you might replicate this in your school communities.</p>	DEI, Student Leadership	1-4
Molly Weissman	Global Citizen Year	Why every student should consider a gap year (and how it will benefit the world)	<p>The next generation knows the world is in trouble and that the onus is on them to solve the most critical global problems humans face together. And yet, most students don't know where to begin. They're graduating high school burnt out, still recovering from the negative impact of our global pandemic, and hungry to make up for lost time.</p> <p>We believe and hope every student will consider a gap year before or during college.</p> <p>We'll share the benefits of a gap year and how you can help identify students for whom it's a good fit and educate them about their options.</p>	DEI, Student Leadership, Global Ed., Community Engagement	1-4
Shelly Gibson	Chewonki Foundation	Diversify Your Team Development Tool Box!	<p>Are you looking for new ways to foster connection, build relationships, and encourage appreciation through PLAY? This blitz run through of multiple activities will offer ways to change up/add a twist to the same thing you've done a million times and maybe offer you to some new nuggets. We'll cover get-to-know-you games, energizers, and overall team development fun that you can add to your existing tool box!</p>	DEI, Outdoor Ed., School Leadership, Student Leadership, Classroom Teachers, Global Ed., Sustainability, Community Engagement	2,3,4
Sheryl Murray and Elizabeth Pillsbury	Crescent School and Riverdale Country School	Designing Educational Experiences with a DEI Lens	<p>ISEEN Board Members Sheryl Murray and Elizabeth Pillsbury will talk about their work on the ISEEN inclusion committee and at their own institutions to ensure that experiential education celebrates and honors the humanity of the participants as well as those beyond our institutions. How do program leaders consider best practices for DEI when developing immersive experiences in and out of the classroom? What are the guidelines we should follow when designing our own experiences for students? What questions should we ask faculty as they design their own?</p>	DEI, Outdoor Ed., School Leadership, Classroom Teachers, Global Ed., Community Engagement	1,2,3
Tami Polge and CJ Bell	Cary Academy	Interactive Lessons in Leadership: Round Table Conversations with Students	<p>Participants will be able to engage in conversation as they work together on team tasks that highlight important leadership skills. The activity-discussions will be led by Leadership Academy students who will reveal student leadership best practices and will share their experiences applying leadership skills at Cary Academy. There will be opportunities for Q&A with our student leaders and takeaways for replicating the team challenges.</p>	Student Leadership, Classroom Teachers	1-4