Administrative Bulletin

VI-16  12.5.14

Winter Break Schedule: The District Office will be open to the public during the winter break on December 22, 23, 26, 30 and January 2, 2015 from 9:00 - 12:00 each of these days. If you need to contact administrative services, human resources, or any other central office, someone will be available to take your call during these hours. ALL OFFICES WILL BE CLOSED DECEMBER 24, 25, 31 AND JANUARY 1.

1. ACCELERATED TENL CERTIFICATE

To address the regional need of in-service and licensed teachers for credentials in teaching English language learners, IPFW will offer an Accelerated TENL certificate in 2015. See Attachment #1 for more details.

Teresa Knoblauch, ext. 3171

2. CURRICULUM CONNECTION

The Curriculum Connection contains upcoming information regarding assessments, curriculum updates, video clips, instructional websites, and more. Please see Attachment #2 for specific information.

Marilyn Hissong, ext. 3124

3. THE STATE OF WORKING HOUSEHOLDS IN ALLEN COUNTY

The United Way of Allen County will host a special program on the ‘State of Working Households in Allen County’. Representatives from the United Way will unpack the implications of ALICE (Asset Limited, Income Constrained, Employed), a unique report released on November 10 by Indiana United Way – one of only six states in the country to invest in detailing an honest picture of local economies at the household level. This presentation will be held on Wednesday, December 10, 2014 at 6:30 pm in the Downtown Fort Wayne Allen County Public Library, Basement Theater. This groundbreaking research presents a comprehensive picture of financial need beyond the traditional federal poverty guidelines. It incorporates a new series of measurements that quantify the scope of who in Allen County’s workforce is struggling financially, and the reasons why. We look forward to your attendance. For questions about this event, please contact.


4. UNITED PERFORMING ARTS YOUTH CONCERT

As you may know, several EACS students are members of the Olympic Gold Unity Performing Arts choir. The choir will be in concert on January 11, 2015 at Rhinehart Music Center (IPFW). Tickets are now on sale. See Attachment #3 for more information.

Tamyra Kelly, ext. 1001

5. REMINDER: INDIANA EARLY LITERACY FIREFLY AWARD

The Indiana Center for the Book announces a new statewide book award for children ages 0-5. The Indiana Early Literacy Firefly Award will be chosen from picture books nominated by Indiana youth librarians. Nominated picture books should possess strong child appeal and support at least three of the Every Child Ready to Read® practices of Talking, Singing, Reading, Writing, or Playing.

Nominate a picture book by December 31, 2014. For more information on the award, see Attachment #4 or visit: http://www.in.gov/library/firefly.htm

Tamyra Kelly, ext. 1050

6. REMINDER: NATIONAL READING RECOVERY CONFERENCE

The National Reading Recovery & K-6 Literacy Conference will be held in Columbus, OH, February 7-10, 2015 at the Greater Columbus Convention Center. Over 115 sessions, led by nationally respected literacy experts, are offered focusing on all aspects of K-6 literacy. The conference also includes featured speakers, pre-conference institutes, and keynote speakers; Mary Fried, Lucy Calkins, and Joy Cowley. Contact: Reading Recovery Council of North America, 500 W. Wilson Bridge Road, Suite 250, Worthington, OH, 43085; (614) 310-7323 or e-mail: conferenceinfo@readingrecovery.org for more details.

Tamyra Kelly, ext. 1050

7. REMINDER: CALL FOR 2015 TOYOTA FAMILY TEACHER OF THE YEAR AWARD NOMINATIONS

2015 Toyota Family Teacher of the Year Award Call for Nominations. On November 3, 2014, the National Center for Families (NCFL) began accepting nominations for the 2015 Toyota Family Teacher of the Year Award, which will award a $20,000 to an exemplary teacher engaging families in education. Educators working with families through schools, libraries, and many other community-based organizations will be considered, and nominations are due December 31, 2014. See Attachment #5 for more details.

Tamyra Kelly, ext. 1050

8. REMINDER: PASSPORT TO INNOVATIVE EDUCATION

Funded professional development – CHARACTER education!

2. **Classroom Project**: Unit plan developed by teachers that integrates character education with state academic standards. Project is built during Symposium week and implemented in fall, 2015.

3. **Global Study Tour**: Optional trip to Europe. Teachers visit a variety of classrooms and cultural sites in summer, 2016.

These quality experiences are designed to build teachers’ inner strength and optimism. Graduate credit is available through Indiana Wesleyan University.

For information: www.thesummitfw.com/education | passport@thesummitfw.com | 260.446.3235. See Attachment #6 for further details.

9. **REMEMBER**: CPR/AED TRAINING

Classes are being offered free of charge twice a month through the end of the school year. Classes are held at PAUL HARDING JR HIGH in the Staff Development Room from 4:15 PM to 6:15 PM. Class size is limited and requires pre-registration. If you need this certification for your license renewal, email or call Wendy Walker at extension 7309.

**December through February Class Schedule**
December 16 (Tuesday)
January 8 (Thursday)
January 13 (Tuesday)
February 12 (Thursday)
February 17 (Tuesday)

Certification is through the American Heart Association and lasts for two years. Employees that need to renew their CPR/AED certification may also participate in this training.

See Attachment #7 if you wish to purchase a student workbook; soft cover and ebooks are available.

Wendy Walker, ext.7309

10. **REMEMBER**: IDOE SUPERINTENDENT’S MAIL

Weekly, State Superintendent Ritz sends (via email) an informational message to principals and other administrators. This information is has a lot of great information and notices for professional development opportunities for Indiana educators. Please be sure to pass this information on to teachers.

Tamyra Kelly, ext. 1050
To address the regional need of in-service and licensed teachers for credentials in teaching English language learners, IPFW will offer an Accelerated TENL certificate in 2015. Here is how it works:

- Three courses are offered consecutively in the format of workshops in Summer 2015.
- Each of these workshops lasts approximately two weeks.
- After successfully completing these summer courses, individuals interested in the certificate can enroll in the rest of the courses required for the TENL certificate in Fall 2015.
- The certificate program can be completed in 7 months (June 2015 – December 2015) if candidates so desire.
- It is not required that candidates finish the certificate program in 7 months.
- A one-credit workshop (LING L485) in lieu of the prerequisite for a general linguistics course is available in Spring 2015 over weekends.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Spring (weekends) (March-May)</th>
<th>Summer (June)</th>
<th>Summer (June-July)</th>
<th>Summer (July-August)</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG L495*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Second language Acquisition</td>
<td>3</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESOL Methods and Materials I</td>
<td>3</td>
<td></td>
<td></td>
<td>✓</td>
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</tr>
<tr>
<td>TESOL Methods and Materials II</td>
<td>3</td>
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<td></td>
<td>✓</td>
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<tr>
<td>(Hybrid)</td>
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<td></td>
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<tr>
<td>Structure of Modern English</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>(Online)</td>
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<td></td>
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<tr>
<td>Language in Society**</td>
<td>3</td>
<td></td>
<td></td>
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<td>✓</td>
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<tr>
<td>Practicum</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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</tr>
</tbody>
</table>

*This is in lieu of the prerequisite LING L103.
**This course will be offered in Spring 2016 as well if candidates are not able to take it in Fall 2015.

Contact Information:

TENL Program Coordinator: Dr. Hao Sun (sunh@ipfw.edu)
Program Assistant: Jacqueline Reynolds (reynjc01@ipfw.edu)
**COMPREHENSION STRATEGIES**

<table>
<thead>
<tr>
<th>MONITORING / CLARIFYING STRATEGIES</th>
<th>ORGANIZING KNOWLEDGE STRATEGIES</th>
<th>INTERPRETING / RESPONDING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting</td>
<td>Retelling</td>
<td>Responding to text (summarizing / interpreting activities: stop and jot, double entry journal, response log, student-generated questions, teacher-generated questions)</td>
</tr>
<tr>
<td>Questioning</td>
<td>Determining important ideas and information (main ideas vs. details)</td>
<td>Engaging emotionally (reacting, expressing feelings, identifying with characters and situations, empathizing)</td>
</tr>
<tr>
<td>Visualizing</td>
<td>Synthesizing</td>
<td>Discussion (sharing / reacting to different points of view, exchanging ideas)</td>
</tr>
<tr>
<td>Predicting</td>
<td>Summarizing</td>
<td>Interpreting (using text evidence to infer, predict, explain, hypothesize, impute motives to characters)</td>
</tr>
<tr>
<td>Inferring</td>
<td>Understanding text structure, organization, and author’s craft (genre characteristics, elements, story grammar for narrative and expository forms)</td>
<td></td>
</tr>
<tr>
<td>Retelling</td>
<td>Determining text structure, organization, and author’s craft (genre characteristics, elements, story grammar for narrative and expository forms: includes point of view, setting, plot, flashback, character, theme for fiction; intro-conclusion architecture, text evidence, topic sentences, transition words for exposition; elements &amp; characteristics of poetry, drama, folk tales)</td>
<td></td>
</tr>
<tr>
<td>Determining What’s Important</td>
<td>Understanding and author’s craft (genre characteristics, elements, story grammar for narrative and expository forms: includes point of view, setting, plot, flashback, character, theme for fiction; intro-conclusion architecture, text evidence, topic sentences, transition words for exposition; elements &amp; characteristics of poetry, drama, folk tales)</td>
<td></td>
</tr>
<tr>
<td>Recognizing / understanding vocabulary (including abstract language)</td>
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</tr>
<tr>
<td>Rereading to repair confusion</td>
<td>Visual representation of ideas and relationships (use of graphic organizers, concept maps, pictures, schematic renderings to generalize story elements or expository structures)</td>
<td></td>
</tr>
<tr>
<td>Recognizing &amp; under-standing text structure, organization, and features (genre characteristics, story grammar for both narrative and expository forms)</td>
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</tr>
</tbody>
</table>

**HISTORY-SOCIAL SCIENCE CONTENT STANDARDS**

Here are descriptions of strategies and activities that may be used to teach the Historical and Social Science Analysis Skills from the History-Social Science Content Standards through children’s literature.

http://teacher.scholastic.com/reading/index.htm

This teacher site by Scholastic has a wealth of information about how to support students to become better readers. The emphasis is on early elementary. The subsection Strategies for Building Success in Your Classroom is the most important for the social studies teacher with its emphasis on nonfiction, classroom libraries, and guided reading.


This lesson supports third- through fifth-grade students’ exploration and understanding of the purposes for section headings in expository texts. Resources are provided for the teacher to select texts that are appropriate to the students’ reading level, interests, and curriculum. The lesson requires students to work together to explore their understanding of section headings and solve problems presented to them. For extension activities, students can write their own expository text using three to five section headings and apply the strategy to the outline format.

http://www.litandlearn.lpb.org/strategies.html

Here are over 32 strategies for improving comprehension that can be applied to history-social science content reading. Each strategy is described on a separate, downloadable PDF page.

**MATH RESPONSE JOURNALS**

Math response journals can be used at any grade level. Young children who are still developing their writing skills can communicate by drawing pictures or dictating their thoughts to a more skilled writer, whereas older students will have more specific writing goals to relay their thinking.

Similar to reading response journals, there are many ways math response journals can be organized. A variety of sections can be included. Consider these examples:

1. **My Strategies or Process**—Students write an example from a lesson taught and modeled by the teacher.
2. **Math Vocabulary**—Students write any new vocabulary words introduced.
3. **My Thinking or My Reflection**—Students record any questions they may have about new or previous learning.
4. **My Proof**—Students explain or “prove” their process.
5. **My Mastery**—Students list types of math problems they can solve.

**Important Dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-Step B4 Assessment</td>
<td>12/18 – 1/8/15</td>
</tr>
<tr>
<td>Acuity Predictive B (ELA/MATH)</td>
<td>1/7/15 – 1/21/15</td>
</tr>
<tr>
<td>District Writing Prompt</td>
<td>January</td>
</tr>
<tr>
<td>DIBELS and TRC (MOY)</td>
<td>1/8/15 – 2/4/15</td>
</tr>
</tbody>
</table>
**Reading Comprehension Strategy:**

**Reading with a Visual Image**

**Definition:** Students need to be able to actively read and interpret pictures or paintings just as well as prose text. This strategy will teach students to participate in what is called viewing comprehension.

**Steps:**

1. Choose an image that has a lot of detail throughout. Create a projectable version of it. Then, frame one quadrant at a time, blocking the rest of the image from view. You can also use PPT slides with the first and last slides displaying the entire image while the four middle slides will reveal only one of four quadrants.
2. Have students create partners with an elbow buddy. Have students sit next to each other.
3. Help students set up note-taking forms. Fold in hot dog style and then fold in hamburger style. Students will jot notes in the quadrant that mirrors the quadrant revealed from the image.
4. Project full image for one minute. Do not allow students to write anything down.
5. Now give students one minute to study the first quadrant. Give students another minute to write down everything they saw. Have students focus on objects, setting people, foreground and background.
6. Leave each quadrant up for display for one minute. Teacher should monitor students, making sure they are focused.
7. Display the full image a second time. Many times when the students see the full image, it is like it jumps into high definitions, giving it new meaning.
8. Using “Turn and Talk” with your partner, discuss similarities and differences in what you and your partner saw and recorded. What title would you give this picture?
   a. What are the three most important details you and your partner noticed?
   b. What conclusions about the image can you draw from these details?
   c. If you were to give this image a title, what would it be?
9. Share with the whole class now. Students can share important details. Next, allow the students to share some of their suggested titles. Then, if the image has a title, share with the students.

**Differentiated Instruction Strategies:**

**Web Quests**

These are inquiry-based activities designed by teachers to help students negotiated the Internet for a teacher-assigned or student-selected topic. When creating these, the teacher pre-determines links that are connected to the topic. They support differentiated instruction because they can be based on student readiness and interest and can be conducted as a group or individual inquiry.

**Choice Boards**

Changing assignments are placed in permanent packets or folders. By asking a student to make a work selection from a particular packet or folder, the teacher targets work toward the student need and at the same time allows student choice.

**CCRIAST Testing**

- Sample Questions are located on the District Shared Drive under “CCR Test Item Samples.”
- For more test samples go to www.parcconline.org
- DOE: http://experience-ccra-in.ctb.com

**Questions or Concerns about the Bundles?**

Please make sure you fill out a bundle feedback form located on the district shared drive.

Source: Text and Lessons for Content-Area Reading

“**It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”**

- Albert Einstein
UNITY PERFORMING ARTS FOUNDATION & BROTHERHOOD MUTUAL INSURANCE PRESENT

PRAISE CELEBRATION 2015
--- A PRAISE REVOLUTION ---

FEATURED THE WORLD CHAMPION

VOICES OF UNITY YOUTH CHOIR
DIRECTED BY MARSHALL WHITE
ALSO FEATURING LOCAL WORSHIP SINGERS

SUNDAY JAN 11, 2015 • 6:00PM
RHINEHART MUSIC CENTER
2101 E. COLISEUM BLVD. FORT WAYNE, IN. 46805

TICKETS AVAILABLE AT UPF.COM • (260) 481-6719
ADULTS - $16.00 • SENIORS - $11.00 • STUDENTS 12 AND OVER - $10.00
CHILDREN UNDER 12 - FREE WITH CANNED GOOD DONATION
Indiana Center for the Book
Announces a New Book Award
for Ages Zero to Five:

How to nominate a title for the 2015 award:

Nominations will be accepted from youth librarians who work in Indiana schools or libraries. One librarian may submit multiple nominations.

Submit your nominations via email to Suzanne Walker by December 31, 2014 at suwalker@library.in.gov.

Include in your email: Title, Author, Illustrator, and Publication Date, as well as the following justification:

In 100 words or less please tell us why this book is special with an emphasis on how it supports at least three of the ECRR® practices.

Criteria for nominations are as follows:

- Be in print
- Be published, in its current edition, within the last three years
- Possess strong child appeal
- Support at least three of the Every Child Ready to Read® practices of Talking, Singing, Reading, Writing, or Playing
- Have artistic quality with text that supports the illustrations or a compelling narrative provided by illustrations

Indiana children ages 0-5 can vote with a caregiver.

The nomination pool will be narrowed down to 8 titles by the Indiana Early Literacy Firefly Committee by March 2, 2015. Ballots will be released by March 6, 2015. Votes will be accepted until May 10, 2015. More information on ballots and how to vote will be available in early spring, 2015. The Indiana Early Literacy Firefly Award winning title will be announced on May 22, 2015.

A toolkit for your library or organization including bookmarks, stickers, and programming ideas will be available in 2015.

#INfireflyaward
2015 Toyota Family Teacher of the Year Award Application

Application Overview

2015 Toyota Family Teacher of the Year Award Application

The National Center for Families Learning (NCFL) is excited that you are investing your time to nominate a great family educator for the 2015 Toyota Family Teacher of the Year Award. NCFL and Toyota initiated this partnership 18 years ago to recognize the teachers in the nation who are best at engaging families in the educational process. School and community-based teachers who are exceptional at engaging families are eligible for nomination.

Following a careful review of the selection criteria, please complete the online nomination form. You do have the option to fill in individual sections, save your incomplete entry, and return to your initiated application form at another time. Please make sure all required domains are completed before formally submitting your nomination. Anyone with comprehensive knowledge about the nominee is eligible to fill in the nomination form. Programs may nominate up to 2 family educators using separate nomination forms. Self-nominations will be disqualified. Incomplete nominations or late submissions will not be accepted.

Please submit no later than 11:59 p.m. EST on December 31, 2014. For assistance or questions, please contact Joshua Cramer at jcramer@familieslearning.org.
Nominator's Contact Information

ALL FIELDS WITH * ARE REQUIRED

Nominator First Name*: ____________________________
Nominator Last Name*: _____________________________
Nominator Title*: _________________________________
Nominator Business Phone Number*:
_________________________________________________
Nominator Cell Phone Number (optional):
_________________________________________________
Nominator Email Address*: _________________________________________________
Nominator Organization or School Name*:
_________________________________________________
Street Address*: _________________________________________________
Apt/Suite/Office: _________________________________________________
City*: _________________________________________________
State*: _________________________________________________
Zip*: _________________________________________________
Organization name proposed to receive funding (if selected as the winner)*:
_________________________________________________
Organization tax exempt number or description (e.g., 501(c)3, government entity)*:
_________________________________________________
About the Nominee

ALL FIELDS REQUIRED*

Nominee First Name: ____________________________________________
Nominee Last Name: ____________________________________________
Nominee's Title: ________________________________________________
Nominee email: _________________________________________________
Nominee phone: ________________________________________________
Nominee’s area of expertise: ______________________________________
Highest level of education: _______________________________________
Number of years working in current school or program: 
________________________________________________________________
Number of years engaging families in education: 
________________________________________________________________
Number of years working as a school or community educator: 
________________________________________________________________

Ages/grade levels served*

________________________________________________________________
Thank you for nominating a teacher for the Toyota Family Teacher of the Year award! To complete your nomination please submit your nomination letter and optional attachments in the space below. Please include answers to the following questions in your nomination letter of 7,000 characters or less including spaces. Optional attachments do not count against the character count. Clarity and brevity are encouraged.

Nomination Letter Questions and Uploads

1. Why does the nominee you have selected deserve to be the Toyota Family Teacher of the Year more than any other school or community-based teacher in the country? Please support your answer with evidence (i.e., anecdotes, observations, results).
2. In what innovative ways has the nominee you have selected engaged low-income and/or minority families in the educational work of your organization? Please support your answer with evidence (i.e., anecdotes, observations, results).
3. How has your nominee partnered with others to maximize the benefits of family engagement in education? Please support your answer with evidence (i.e., anecdotes, observations, results).
4. How has your nominee influenced the work of other professionals with family engagement efforts? Please support your answer with evidence (i.e., anecdotes, observations, results).
5. Please share the story of a family or families who have been positively impacted by the work of the nominee. In addition to your written response, you have the option to upload a photo, video, or other form of media here.
Nomination Letter*

7000 characters maximum. Copy & paste in your letter, or type it out, here:

____________________________________________
____________________________________________
____________________________________________
____________________________________________

MEDIA FILES – paste in url links to any pictures or videos:

Media File Upload 1

Media File Upload 2

Media File Upload 3

Video or Media URL Links

URL 1: _________________________________________________
URL 2: _________________________________________________
URL 3: _________________________________________________
Required Confirmations

Please confirm the following; all are required to receive Toyota Family Teacher of the Year award. Type in X between each [ ].

If honored as the Toyota Family Teacher of the Year, the nominee agrees to:*

[ ] Implement and sustain proposed project between April 2015 and April 2016.
[ ] Share the activities and story of the funded project with NCFL, particularly through requested communications
[ ] Share any materials created with grant funding with NCFL
[ ] Participate in NCFL’s extensive outreach activities to promote family engagement practices and programs, including participation in the 2015 Families Learning Summit that will be held in Houston, Texas, March 16-18, 2015

Thank You!

Please email this completed form to Joshua Cramer at jcramer@familieslearning.org.

Thank you for your nomination for the 2015 Toyota Family Teacher of the Year Award! If you have any questions, please contact Joshua Cramer at jcramer@familieslearning.org.
PASSPORT to Innovative EDUCATION

Strengthening Character | Building Relationships | Empowering Teachers

THE SUMMIT
Your journey to Innovative EDUCATION starts here.

- Strengthening CHARACTER
- Building RELATIONSHIPS
- Empowering TEACHERS

for extraordinary teachers
for healthier school culture
to transform lives
With strong moral character, a teacher is equipped to thrive personally and professionally.

Better understand your personality through assessments and evaluate how your personality impacts your teaching and your ability to sustain a healthy, balanced life.

Strengthen character traits, including:
- integrity
- emotional management
- self-control
- gratitude
- optimism
- zest
- transcendence

"It has really encouraged me and shown me it is totally possible to make a difference!"

- B.S., first year elementary teacher
Positive relationships are the foundation of a successful school. When you foster healthy, open relationships with students, fellow teachers, and administrators, you contribute to a school culture that is vital and productive.

Build character traits that help you form positive relationships:

- empathy
- social responsibility
- authenticity
- social intelligence

"I expected professional development, not to be accepted into a cohort and to build lasting relationships."

- A.B., high school art teacher
A teacher with strong character is able to have a positive impact in the lives of his or her students. The Innovative Education program is designed to challenge your perspectives and to push you to grow in ways that expand your ability to influence your students.

Whether you’re confident about your influence or wish you could do more, the Innovative Education experience empowers you to go further.

"This program has definitely helped me see teaching in a different light. I’m forever changed and look forward to building transformational relationships with my school community."

- J.D., elementary special education
PASSPORT to Innovative EDUCATION Events

The SYMPOSIUM

For one week teachers come together to live at the beautiful Summit campus in Fort Wayne, Indiana. They develop relationships that cross grade level, district, and state boundaries.

Global STUDY TOUR

On an exhilarating trip to Europe, teachers experience education in a different cultural context. Visits are designed to showcase some of the most creative, effective international schools and educators.
The Symposium at The Summit is an integrated learning experience. Teachers are engaged through direct instruction in workshops, collaboration sessions, reflection times, personality assessments, and service learning projects. Highlights of the week include the development of Classroom Projects and Character Development Plans.

"I could never have imagined that this Symposium week was going to be as beneficial as it was. I have been to a lot of conferences.retreats/professional developments, and I am truly sold on this program."

– J.W., high school math teacher
The Summit offers a collaborative, community-building opportunity in a retreat setting. Amenities include individual rooms and bathrooms, comfortable lounge areas, community kitchen, fitness center, gymnasium, snacks and beverages, and catered meals. Instruction takes place in a Learning Lab, a state-of-the-art, student-centered workspace.

“What I expected was not what I received, which was a great thing. I got so much more.”
- T.W., principal
You create a Classroom Project that includes lesson plans for academic learning and also develops specific character traits in both you and your students. In workshops, you have one-on-one time with instructors and collaboration time with fellow teachers to plan your project. As part of the Innovative Education experience, you may apply for grants to help you make the Classroom Project a reality.

"I am inspired and excited to inspire my students to grow!"

- K.S., 4th grade teacher
The volunteer opportunities are a participant favorite of the Symposium. Spend time giving back to the community while also strengthening bonds with your cohort. While volunteering, you’ll be able to practice the concepts you’ve learned through the week by applying them as you interact with others.

"Vulnerability – if I open up, maybe others around me will in order to form better community."

– L.M., 3rd grade teacher
Global Study Tour

The Global Study Tour to Europe promises to be the highlight of your summer! Including a variety of education sites and sightseeing tours, the experience of education in a different culture influences your personal perspectives and your teaching. The Study Tour is optional and is subject to space availability.

"I was struck by the degree of respect, national pride, and commitment to excellence on the part of all the schools. There certainly is a great deal we can learn from their example."

– J.G., college administrator
“What I noticed in Europe was how they individualized education to the student. They allowed students to excel in what they loved. They created a learning community that gave students confidence to do well in school.”

- B.S., first year elementary teacher
Indiana Wesleyan University has partnered with The Summit to provide instruction and activities for the Innovative Education program. The instructors from the School of Educational Leadership at IWU are experienced professionals with the knowledge to design relevant character and relationship-building sessions.

IWU offers graduate credits at a reduced tuition rate for Innovative Education participants in three related courses. For more information, contact Deana Simpkins at 765.677.2360 or deana.simpkins@indwes.edu

Symposium 3 credit hours
Global Study Tour 3 credit hours
Classroom Project 3 credit hours

Reduced rate: $262 per credit hour
(Normal rate: $426 per credit hour plus materials fee)
Fees & TUITION

Symposium Tuition and Materials - $1225
(full scholarship upon acceptance)

Symposium Lodging and Meals - $775
(full scholarship upon acceptance)

Global Study Tour
all expenses - $3900 (estimated)
(partial scholarship may be available upon acceptance)

The Summit and the Passport to Innovative Education program are funded by the support of Ambassador Enterprises.

Participants are expected to complete all requirements and evaluations associated with the Symposium and the Classroom Projects.
For More Information Contact Us!
260.446.3235 | passport@thesummitfw.com
www.facebook.com/PassportToInnovativeEducation
www.thesummitfw.com

THE SUMMIT
1025 West Rudisill Boulevard
Fort Wayne, Indiana 46807
American Heart Association
Heartsaver® First Aid CPR AED
Student Workbook Ordering Information

The Heartsaver® First Aid CPR AED Student Workbook has been updated to reflect the 2010 American Heart Association Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care. This course is designed for anyone with limited or no medical training who needs a course completion card in first aid, CPR and AED to meet job, regulatory or other requirements to respond to and manage an emergency in the first few minutes until EMS takes over.

*** (Projected date for next product change end of year 2015 beginning of 2016)

- Book order number: 90-1026 or eBook: 90-1026EB
- Price $13.95 (plus shipping for printed copy)

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