

Innovative Business & Educational Initiatives

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Director: IBEI



IBEI CAN HELP

As we greet the new year of 2023 IBEI is committed to partnering with you to assess your needs. Our team of professionals can provide assistance to ensure your academic success during this school year.

Educational Tours Vs. Field Trips

IBEI believes that Educational Tours are essential for a well-rounded education. We provide assistance to schools by scheduling the visit, contacting the destination, and providing **Standards-based Lessons** for teachers' use before and after the visit. This should help in providing the highest level of learning. (See pg. 2)



This month's
Educational Tour
Spotlight:
**THE BARTOW-PELL
MANSION MUSEUM**

THIS ARTICLE

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Welcoming
and affirming
environment

THE 5 COMPETENCIES OF SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning literature is widely researched and available everywhere. We will focus on the research conducted by the National Center for Safe and Supportive Learning. In this article we focus on: **Self-awareness.** (See pg. 3)



THE 4 PRINCIPLES OF CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

What is the Culturally Responsive-Sustaining Framework (CR-S)? Why is it important? How can it impact student achievement? In this issue, we attempt to address these questions by drawing from data and information provided online to administrators and the school communities. (See pg. 4)

16 Elements of Explicit Instruction

As administrators and teachers move towards effective instructional methodologies in teaching, we'll take a closer look at how Explicit Instruction can become the 'Go To' tool in a teacher's toolbox. (See pg. 4)



EDUCATIONAL TOURS VS. FIELD TRIPS

by Jennifer Bolejack Ortiz
Assistant Director: IBEI

IBEI believes that Educational Tours are essential for a well-rounded education. They are different from any traditional “Field Trip” because we as educators have learned to be purposeful with our instruction. We want to help facilitate your Educational Tour and provide a rigorous learning experience for your students with the least amount of stress on teachers and principals.

We will assist by scheduling the Educational Tour you are interested in, contacting the destination, and providing **Standards-based Lessons** for teachers’ use before and after the visit. If you are interested in this service, contact us for more information.

THE BARTOW-PELL MANSION MUSEUM

IBEI provides you with an Educational Unit to accompany Bartow-Pell’s school programs. Our teaching unit reinforces the scope and subject sequence content students are taught in the classroom while creating a unique Bartow-Pell learning experience. The Educational Unit is complete with pre- and post-visit lessons. You will find content to answer all questions, quizzes, and tests that are geared to measure student learning. This teaching unit focuses on the following four (4) Next Generation Standards:

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.

4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.

4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.

Teaching Unit Plans: Lesson 1

Standard 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

Read the article below. Answer the question:

The Bartow-Pell Museum

By the 1940s, the club’s fortunes had begun to dwindle, thanks to the Great Depression and World War II, and it was decided to change the club to an association for the preservation of **Bartow Mansion**. The building was closed for three years and reopened in November 1945 as the Bartow Mansion Museum, which was open to the public. Interior restoration, acquisition of appropriate furnishings (often loaned by other museums), and a new partnership with the Parks Department, enabled the building to become the historic house it is today. In 1959 the name Pell was added to the name of the museum, and in 2008, the International Garden Club became the Bartow-Pell Conservancy.

The paragraph above states that the manor or house was completed after 1670. What was the cause of its destruction? Select the best answer.

- A) It was poorly constructed with wood
- B) It was burned down to be replaced with a new building
- C) Forest fire caused its destruction
- D) It was burned down by fighting soldiers

You can find the complete unit at:

https://docs.google.com/document/d/1ln62njQucDtvivBhkz8kCwSr32mhFjTP/edit?usp=share_link&ouid=105626153671940430949&rtpof=true&sd=true

SOCIAL AND EMOTIONAL LEARNING

by Jennifer Bolejack Ortiz

Most educators agree that as we assist students in developing social and emotional skills, we will actually give them the tools to succeed in an environment of conflict, difficulties, and extreme challenges. If English language learners and disadvantaged students are to have a better chance of succeeding in school, ***Social and Emotional Learning*** may be their primary pathways to success. But there is one other factor we all should address as teachers and administrators.

As educators, we should be aware of our own social and emotional development. We can only be effective in helping students grow socially and emotionally, as we continue growing and discovering our own social and emotional functioning. We must first be successful, in mastering the very skills we seek to teach. Use this checklist to measure your success in teaching self-awareness.



Self-awareness Checklist

	I provide varied opportunities for students to practice identifying and expressing their feelings. (e.g., through dialogue, visual and performing arts, journaling)
	I help to expand students' emotional vocabulary and their abilities to identify physical sensations related to particular feelings.
	I give students opportunities to explore how they learn.
	I provide opportunities for students to practice identifying potential situations or experiences that lead them to feel overwhelmed, or unable and to manage their emotions.
	I help students accurately assess their own capabilities and qualities.
	I regularly acknowledge students' strengths.
	I work to build students' self-confidence.
	I ask my students for feedback on lessons and activities to empower and engage them.
	I provide opportunities for students to feel successful.
	I am aware of my own emotions and internal states.
	I am able to recognize internal biases that may skew how I view my students.

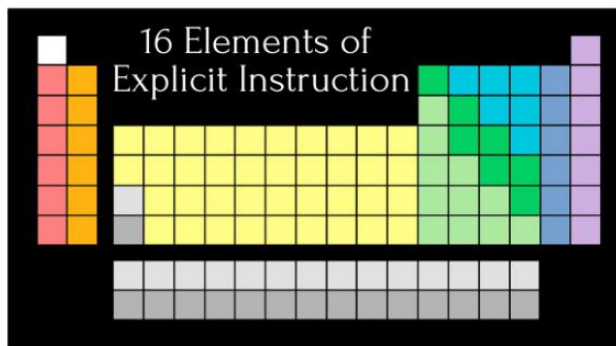
Use this QR code for digital access:



16 ELEMENTS OF EXPLICIT INSTRUCTION:

The “Go To” Toolbox Tool

by Dr. Glenn Cassimy



Current research indicates that there are **16 Key Elements to Explicit Instruction**. In this article, we will focus on the first as it relates specifically to a teacher’s **Teaching Content**:

Design of Content:

As teachers organize their content for delivery, attention must be given to critical skills and/or the essential elements of the subject matter that make a difference in the students’ understanding of the subject. For example, in teaching a lesson about the planets of the Solar System, focus on the effect of the gravitational force of the sun, the mass of a planet, and how planets are ‘trapped’ within an orbit. As the teacher explains these elemental issues, students will have a better understanding of the innerworkings of the system, and how these moving planets are held together in perpetuity.

*Note: Adapted from **Explicit Instruction: Effective and Efficient Teaching**, by A. L. Archer and C. A. Hughes, 2011, p. 2-3. Copyright by 2011 by The Guilford Press.*



The 4 Principles of Culturally Responsive-Sustaining Education

by Jennifer Bolejack Ortiz

School educators understand that “The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities...”

Presently, we address this topic from the perspective of the classroom teacher. In this brief summary, let’s look at the first principle of the CR-S framework: **Welcoming and Affirming Environment**.

Creating a Physical Environment that Promotes the Personal Wellbeing of all Students

Educators must give attention to dispensing diversity equitably. Paying lip service to this factor is not an option. Additionally, culturally neutral classrooms are important. This means that educators must establish learning environments where, “a variety of diverse cultures, languages, orientations, and identities are reflected, represented and valued.”



Welcoming and affirming environment



High expectations and rigorous instruction



Inclusive curriculum and assessment



Ongoing professional learning

Contact us for more details and information on how we can best serve you.



APPROVED DOE VENDOR

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