School Social Work and Education Seminar

Friday, August 10, 2018
iHotel and Conference Center, Illinois Ballroom
1900 S. 1st Street, Champaign
9:00am-3:00pm (registration begins at 8:30am)

The morning portion of this event will cover topics such as: Establishing School University Research Relations, Social-Emotional Learning and Student Outcomes: Knowing What Works, and the keynote, How Schools and Classrooms Shape Learning and Development. The afternoon portion will consist of three breakout sessions, Digging into the Science of Learning & Development: An Experiential Session for K-12 Educators; Research on the Key Building Blocks for Struggling Schools to Improve: Vision, Climate, Leadership, and Instruction; and Identify-Respond-Monitoring of Student Social-Emotional Learning Needs: The Case of One High School in New Jersey.

Lunch is included
$100 to attend
6 CEU’s available
PDH recognition is available for Illinois K-12 educators

Register at: https://my.socialwork.illinois.edu/sw-summer-seminar-2018
School Social Work and Education Summer Seminar
Tentative Program

8:30 am   Registration

9:00 am   Welcome, Dean Steve Anderson, School of Social Work

9:10 am   Establishing School University Research Relations
Bureau of Educational Research
College of Education, University of Illinois at Urbana-Champaign

9:30 am   Social-Emotional Learning and Student Outcomes: Knowing What Works
Research widely establishes the value of addressing students’ social-emotional learning needs. However, how do we know what intervention approach is most effective to address student needs? In this session, research will be presented to illustrate that practice effectiveness in schools can be enhanced through knowledge regarding configurational patterns of needs.

Kevin Tan is Assistant Professor at the School of Social Work. He received his PhD from the School of Social Service Administration, University of Chicago, and MSW from the Brown School, Washington University in St. Louis. Dr. Tan worked as a school social worker in Singapore for four years, and has two years post-MSW working experience in a school district in St. Louis, MO. He was the co-editor on a Special Issue in Children and Schools on the Grand Challenges for School Social Work. He has authored papers on students’ social-emotional learning needs, risk behaviors, and school social work practice effectiveness. His work has most recently been funded by Spencer Foundation.

10:15 am   Break

10:30 am   Keynote Address: How Schools and Classrooms Shape Learning and Development
Young people spend much of their days in schools and classrooms. How might these learning environments best provide positive experiences to support students’ learning and development? This keynote address will draw from research synthesis and student and teacher surveys to examine how young people make sense of daily schooling experiences, and how teacher practices and classroom environments shape students’ beliefs, behaviors, performance, and development.

Camille A. Farrington is Senior Research Associate at the Consortium on School Research, University of Chicago. Her work focuses on adolescents and achieving equity in American high schools. Dr. Farrington is a national expert on academic mindsets and the measurement of psycho-social factors in academic settings. Her publications include: Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance (2012), Failing at School: Lessons for Redesigning Urban High Schools (2014), and Foundations for Young Adult Success: A Developmental Framework (2015). She holds a PhD in Policy Studies in Urban Education from the University of Illinois at Chicago, and draws from fifteen years of experience as a National Board Certified public high school teacher, teacher mentor, and school administrator.

12:00 pm   Lunch Break
1:15 - 3:00 pm Concurrent Breakout Sessions

Session 1: Digging into the Science of Learning and Development: An Experiential Session for K-12 Educators
Camille Farrington, Consortium on School Research, University of Chicago

Research from a variety of disciplines (psychology, neuroscience, education, youth development) is converging on key principles in the science of learning and development, with direct application to schools and classroom practice. This work both validates many of the intuitions of educators and calls into question much of what is traditional in schools. In this workshop, you will have the opportunity to dig into these ideas and discuss with your colleagues the implications for teaching and learning in K-12 settings.

Session 2: Research on the Key Building Blocks for Struggling Schools to Improve: Vision, Climate, Leadership, and Instruction
Nancy Flowers, Associate Director, Center for Prevention Research and Development, University of Illinois at Urbana-Champaign

How do struggling schools improve? Particularly schools that serve our most at-risk students? How do they start to build a culture of continuous improvement? How do they engage students effectively in the classroom? Research on how low-performing schools from five states that implement turnaround models of reform will be shared. Lessons learned about the successes, the challenges, and the “must haves” for improvement will be discussed. Learn about the key building blocks for success, including a guiding vision, a collaborative culture, reflective practices, engaging instructional approaches, and effective leadership structures. See and discuss data on the positive impact of these key building blocks on school, teacher, and student outcomes.

Session 3: Identify-Respond-Monitoring of Student Social-Emotional Learning Needs: The Case of One High School in New Jersey
Kevin Tan, School of Social Work, University of Illinois at Urbana-Champaign
Hasan Johnson, School Social Worker, New Jersey

Creating a school-wide system of interventions is critical for student success. However, how do we effectively identify and respond to those students who are in need of social-emotional learning intervention? This workshop illustrates work at one high school in New Jersey to screen and support student needs. Implications for Specialized Instructional Support Personnel (e.g., pupil services, counselors, school social workers) will be discussed.