



UNIVERSITY OF THE
PACIFIC

Center for Professional and Continuing Education

Modesto Summer Institutes Syllabus, 2019

University of Pacific Graduate Level Credits

PDSI 9981

Proven Strategies to Ace & Embrace Teaching (1-2 credits live - conference)

And/or

PDSI 9976 – Effectively Teaching Students (3 credits - online)

8:00 AM – 6:00 PM

March 30, 2019

Instructor of Record: Scott Ricardo, 209.648.4054

Email: Scott@summerinstitutes.com

PDSI 9981 Proven Strategies to Ace & Embrace Teaching
Conference Course Presenter 1-2 credits Alex Kajitani

PDSI 9976 – Effectively Teaching Students
Online Course 3 credits Facilitator: Matt Kincaid, Ph.D.

Grading: Grade Matching Work Required

Instructor can be reached via email or phone using the contact information shown above. You should receive a response to emails and/or phone calls within 48 hours unless otherwise noted in an announcement.

Prerequisites: None

- **Course Description:**

These two courses are designed to deliver quality, thought provoking professional development, allowing participants to advance their own teaching practices. These courses carry a three-decade legacy of live conferences forward by also providing a unique online opportunity for participants to learn new and effective ways to teach with whole education strategies, as well as focus on proven methods to motivate students and improve outcomes. These courses seek to maximize the effort of the learner to understand new knowledge in best practice research with opportunities for application, in order to master the strategies needed to equip students for success in the real world—whether creating foundations for early learning, preparing youth for college, or enhancing skills for students joining the workforce. The plethora of rich content and accompanying assignments in this “live” and online professional learning format requires educators to engage with one another, delve into their personal experiences and perspectives surrounding the content, and positively affect their classroom practice to increase student outcomes.

“I applaud Summer Institutes’ vision for providing quality staff development that nurtures the unique talents of each individual teacher.” **Tom Changnon, SCOE Superintendent**

Rationale for Courses

The growing fields of professional learning, teacher effectiveness, and teacher recertification have increased our desire to include more growth-mindset, grit, rigor and outcome-based evidence to improve the quality teaching and learning occurring at our conferences/courses. Our focus, as a profession, needs to be on “what happens before, during, and after the conference/course.”

Research tells us that quality teacher practices and methods positively affect student achievement (Wilson, Floden, & Ferrini-Mundy, 2001; Hirsch, 2006). Professional development methods that enhance a learner’s understanding of knowledge and strategies leads to a greater change in practices in the classroom; thus affecting student achievement (Hirsch, 2006).

Professional development design that includes knowledge, experiential learning, and a personal opportunity in which to transfer learning, may influence the implementation of new strategies and practices in the classroom environment (Dixon, 2010). These components are the basis of all Summer Institutes workshops and courses.

Summer Institutes uses an immersive professional learning approach that includes:

Pre-Work:

Pre-work may include, but is not limited to: articles and/or online videos to review, short-answer questions to consider and/or answer, and prior knowledge check list questions.

Boost Course Sessions:

Alex Kajitani, CA Teacher of the Year
"The Six Principles of Owning it"

Inspiring, Engaging & Real Principles Covered:

- * Increasing Student Engagement
- * Connecting the Curriculum to Your Students' Lives
- * Managing Your Classroom So You Stress Less & Teach More
- * Building Relationships with Students & Colleagues
 - * Leadership: In the Classroom and Beyond
 - * Staying Balanced & Being Real

Scott Ricardo, Summer Institutes President/Founder

- * Relationship Building Based on Care, Hope & Trust
- * Mindfulness Practices to Decrease Stress
- * Subject/Grade Level PLC Facilitator
- * Place Based Education
- * Wellness Education

Large group interactive sessions with top quality presenters with expertise on a variety of best practices in education

Professional Learning Community (PLC) interactions and the sharing of ideas, breakout sessions and hands-on applications

Integration of Professional Teaching Standards required by districts and states for evaluation of teacher practice in the classroom

*Wellness education activities to build a healthy approach to teaching

*Districts that will not accept the 2-hours of Wellness Education Activities per credit, alternative options are available. Teachers will have the choice to participate in collaborative PLC studies on Whole Education or district instructional focus on school wide professional development. The PLC findings will be recorded and given to participants as evidence to their districts.

Additional 2- credit option: STEM Place Based Education – Grade/subject level groups will choose an appropriate grade/subject PBE venue to study and visit on scheduled additional PBE day.

Place-Based Education

How Will Summer Institutes Utilize Place-Based Education?

PBE Independent Study Experiential Field-Based Learning Day

This independent study opportunity allows teachers to explore educational resources within their local area. For example, teachers in the state of Washington have experienced the Westport Maritime Museum, Seattle Underground, McCord Air Force Base, Bremerton Naval Ship Yards, and UW Space Learning Center. Teachers have applied teaching connections for classroom activities in multiple subject areas. In California, tours include the Lawrence Livermore Laboratory, Yosemite National Park and Vandenberg Air Force Base, for the expressed purpose of aiding classroom comprehension in environment, economics, science, history and social studies.

Place-based education (PBE) immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for the local school and/or community.

Place-Based Education Goals

Place-based education can "feed three birds with the same seed" as it addresses the integrated goals of:

1) Student Achievement

PBE boosts students' engagement, academic achievement, and sense of personal efficacy as stewards of their local environment and community. It also can re-energize teachers.

2) Community, Social and Economic Vitality

PBE forges strong ties between local social and environmental organizations and their constituencies in the schools and community, which helps to improve quality of life and economic vitality.

3) Ecological Integrity

Through project-based learning, students make tangible contributions to resolving local environmental issues and conserving local environmental quality. PBE is experiential learning that engages students in their own environments. It begins with: Where am I? What is the www.summerinstitutes.com 4



natural & social history of this place? How does it fit into the larger world? Learning takes students out of the classroom and into the community and natural environment. Students want to learn and apply their knowledge to solving real problems.

Participants will collaborate with Subject/Grade Level PLC groups:

PLC (Subject/Grade Level) Task 1

As a group, brainstorm a PBE project idea for one of the locations we will be visiting on Thursday (TBA). Describe how the project could be integrated into your classroom and your specific subject matter by answering the 10 questions below. Include the names of each member of your PLC group.

1. What local topics, issues, or projects are likely to be meaningful for students and give them an opportunity to participate in learning activities that others will value?
2. What aspects of the required curriculum are related to this issue or project? List specific subtopics that students might explore, including those related to other subject areas.
3. What four or five overarching questions might guide your students' study?
4. What specific learning standards would this topic or project enable you to address?
5. How will you assess student learning? List possible strategies, including some culminating projects. Discuss how you will scaffold the learning that students need.
6. What community partners might you bring into the classroom to help teach this unit or to support activities outside of school?
7. What field studies, monitoring, or other inquiry activities might students become involved with in their neighborhood, community, or region?
8. What community needs might students address as part of this unit or project? What service learning opportunities does it afford? How might you publicize the contributions that students make?
9. How might students become involved in community governance activities related to this project? How could they participate in data gathering, reporting, or other forms of public participation, such as organizing meetings or planning community events?
10. What creative possibilities in the fields of art, music, dance, film, or theater relate to this project? What about vocational opportunities or internships?

Further reading about PBE:

- http://en.wikipedia.org/wiki/Place-based_education
- <http://www.pieducators.com/files/Critical-Pedagogy-of-Place.pdf> •
- <http://www.ericdigests.org/2001-3/place.htm>
- <http://watershedschool.org/resources/place-based-education/>
- <http://clearingmagazine.org/archives/9994>

Post-Conference:

1-credit Participants after reading Alex Kajatani's book "Owning It," will send the answers to Alex's book report questions to Scott@summerinstitutes.com. A study guide will be provided.

2-credit participants will complete all 1-credit assignments plus participate in an additional STEM Place Based Education Day (TBD). A study guide will be provided and participants will post & discuss their findings on how they can incorporate their PBE STEM curriculum into their classroom.

Summer Institutes PLC & STEM PBE national research data will be compiled and shared with all participants.

Learning Objectives

The relationship between professional learning and student results requires "standards-based professional learning, which creates and supports the changes in educator knowledge, skills, and dispositions, which effect the change in educator practice which in turn creates change in student results" (Standards for Professional Learning, www.learningforward.org).

Participants will:

- a. Learn best practices and current research to support teaching, student learning, and leadership principles.
- b. Understand that grit includes motivation, hard work and a never give up attitude

increases full potential.

- c. Gain new 2019 course curriculum ideas from experiential field based learning activities during our STEM Place Based Education Day, encouraging partnerships with our diverse valley community and enhance communications with local business/organizations.
- d. Understand that 'relationships' is the most important "R" in education because it builds trust, honesty and integrity with all students.
- e. Learn new teaching/coaching techniques to develop positive relationships with students, parents, and staff in a "safe environment".
- f. Understanding and practicing relational equity.
- g. Gain a broad knowledge of interdisciplinary topics and how to implement interdisciplinary studies into the curriculum.
- h. Understand Alex Kajitani's six principles of "owning it."
- * Increasing Student Engagement
- * Connecting the Curriculum to Your Students' Lives
- * Managing Your Classroom So You Stress Less & Teach More
- * Building Relationships with Students & Colleagues
- * Leadership: In the Classroom and Beyond
- * Staying Balanced & Being Real
 - i. Role model "Whole Education" to help students excel.
 - j. Evaluate educational opportunities and be better prepared to develop lessons that allow for alignment with ever evolving state standards.
 - k. Participate in professional development that includes PLC "live" & online collaboration time to discuss appropriate pacing, differentiate instruction and scaffolding to actively engage students in an environment that fosters learning.
 - l. Focus efforts and outcomes towards growth in the Professional Teaching Standards of: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.
 - m. Create support and integration of goals and strategies in Certification and Interest Areas to include the following as outlined in each 2018 presenter's expertise:
 - Classroom Management
 - Common Core/Care Practices
 - Diversity and Special Needs
 - Parental Involvement
 - Diagnosing and Removing Obstacles to Student Achievement
 - Instructional Techniques/Strategies
 - Content Area Knowledge and Skills
 - Student Assessment and Evaluation
 - Other Emerging Professional Development Issues/Topics
 - Increasing Student Engagement
 - Place Based Education Connecting the Curriculum to Your Students lives
 - Managing our Classroom So You Stress Less
 - Leadership: In the Classroom and Beyond.

- Mindfulness: Being in the NOW
- Understand the importance of personal health and wellness for developing mindset and grit, and what it means to be a role model for “Whole Child” wellness. “Whole Educator” practice must include “Mind & Body Wellness.”
- Expand leadership skills as teachers, principals, and members of a school community so they can engage students and deliver instruction that will stimulate student grit, growth mindset, self-motivation and desire to become sociably responsible citizens.

For Online course: Student Communication and Participation:

Students will be required to use the forums in Canvas for a variety of purposes. A forum will require a minimum of one original post and responses to at least two other students. These posts should be made at least two days apart to allow other students to respond to your posts, and you to respond to theirs. The initial post should show that you have read the material required and your response should address the question(s) in the prompt directly. All initial posts must be a minimum of two well-constructed paragraphs. Responses should address the comments or questions of the person you are responding to, and should be a minimum of a paragraph in length. Simple “I agree” type statements will not count.

Summer Institutes emphasizes the “Three R’s” in Education

1. Relationships: Trust

Research tells us that Building Classroom Relationships is The Key to Classroom Management (Marazano 2003). Relationship building has been a key component at Summer Institutes workshops since 1987. We are one of the few professional growth programs that promote that relationships are the most important “R.”

“Scott Ricardo’s Summer Institutes, the perfect answer to re- energizing your teaching and turbo charge relationships with students and peers... it’s what SI does best and it’s true to their organization’s values. It’s just part of the SI DNA!”

Dr. Rich McBride, Superintendent, North Central ESD, Wenatchee, WA

2. Relevancy: Subject expertise

All of our presenters have filled out a speaker application that explains how their presentations will align with national common core standards.

3. Rigor = Relationships (trust) + Relevancy (expert in subject matter)

The definition of rigor states: Student centered learning that allows the student to explore and expand their current knowledge. This learning encourages the student (or teacher taking the SI conference) to examine their emotional response and have a deeper understanding of the topic.

In order to achieve Rigor in the classroom, Relationships and Relevancy must first be established.

A Summer Institutes conference provides the formula above to create the same type of rigor for the teachers. For over 32 years, the goal of the Summer Institutes has been for teachers to challenge themselves to make a positive difference in the classroom. This philosophy of teacher centered learning has led teachers attending the Summer Institutes to not only experience their own "rigor in the classroom" but to then transfer those skills to their students in the fall. Making a positive difference in the lives of students by learning how to utilize the two critical components to create rigor; the first two R's of education, "Relationships and Relevancy". What greater lesson can a teacher receive and deliver?

"Professional opportunities like Summer Institutes help teachers. But more than that, the opportunities really help students become more successful in their lives.

Washington's Office Superintendent Public Instruction Superintendent Randy Dorn

For-Credit Boost Course Requirements

1. Attendance:

Attendance and participation in all large group and small group professional learning community experiences is mandatory and will be logged daily by site coordinator. Students who are unable to attend a session or leave early because of an emergency will be responsible to contact the class coordinator in order to make appropriate arrangements. Failure to do this may affect the student's grade, credits, or clock hours. Opportunities are available to make up time at other Summer Institutes sites.

2. PLC (Professional Learning Community) groups:

Participants will engage in professional learning community groups to discuss, reflect, support and record ideas surrounding session components and outcomes.

3. Pre-Work may be required for all participants to complete before a presenter session. Pre-work may include, but not be limited to: a website link to review and discuss with table groups, an article to read and bring to presentation, and questions to think about before presentation.

4. Evaluation components must be completed as outlined for each session. *These may include, but not be limited to the following:*

- *Checklist of skills and concepts learned*
- *Product developed during session*
- *Brainstorming of connections to classroom for implementation*
- *Evaluation created with session outcomes and the participant growth*

Final Product/Outcomes/Grades

“Pass/Fail” Letter Grade Requirements

- 1) Attendance.
 - 2) After each presenter, participants will complete multiple choice/fill in/T-F “Check for Understanding” Test(s). Remediation opportunities are available.
 - 3) Participate in and complete Professional Learning Community assignments.
 - 4) Course reading, “Owning It” by Alex Kajatani, will be completed to support learning outcomes of Alex’s six principles sessions. Participants will complete a series of questions about material read. Participants will provide a summary of what they learned. All students will report and discuss their findings in an online classroom forum. A study guide will be provided.
 - 5) Information packets will be available from presenters. handouts/teaching tools are available on our website.
 - 6) **FINAL PRODUCT:** Within one month after the class, participants will send all “Live conference assignments to Scott@summerinstitutes.com and online assignments to be posted on our Canvas online platform:
 - Typed notes on each speakers’ presentation and a summary of what the participant got out of the presentation to help them perform in the classroom.
 - Include typed notes on Birthday PLC topics & discussions.
 - Include typed notes on Grade/Subject level PLC topics & discussions.
 - Send a typed journal on all Wellness Activities that they experienced in the course. Two hours of wellness required per credit. If participant’s district does not allow wellness activities to be applied toward salary advancement credits, they will include the alternative PLC Whole Education or their school districts PD Focus assignment.
 - **“2-Credit Project”:** Perform all one credit requirements.
- Participate in additional STEM Place Based Education day
- (TBD). Send typed notes on how participants can utilize the PBE content to help teacher performance in the classroom to Scott@summerinstitutes.com. In addition, there will be 10 PBE questions to be answered within your grade/subject level PLC groups. Include group answers. All students will report and discuss their findings in an online classroom format.

“A” grade

- 1) Complete Pass/Fail requirements.
- 2) Submit a synopsis paper for each of Alex’s six principles of your choice (one page each). Papers shall answer the following questions:
 - What new knowledge and information, with this principle, enhanced your current teaching style?
 - Which connections were experienced that aligned with your specific teaching focus, content, and population?
 - How did this principle increase your current level of professional teaching standards to reflect personal growth?

"B" grade

- 1) Complete Pass/Fail requirements.
- 2) Type a synopsis paper for three of Alex's principles. Papers shall answer the same questions found in "A" grade above.

Academic Integrity

Although many students may write about the same presentation, it is a violation of academic integrity to hand in copied materials. Students who have identical wording in their papers, unless it is a direct quote from the presenter, will be penalized for engaging in plagiarism with a lower grade or failure of the course.

Honor Code

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Summer Institutes has adopted this Honor Code as part of its partnership with University of the Pacific. Students are expected to:

- Act honestly in all matters • Actively encourage academic integrity • Discourage any form of cheating or dishonesty by others
- Inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online at

<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>

Accommodations for Students with Disabilities

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter.

3-Step Accommodation Process 1. Student meets with the SSD Director and provides documentation and completes registration forms. 2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form. 3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

In Summary:

The greatest value of Summer Institutes is our ability to deliver quality, thought provoking professional development, which in turn allows our participants to be reflective of their own level of grit and teaching mindset.

“Summer Institutes has reminded me of the type of teacher that I want to be.” –Tom Kent
Assistant Principal Blue Heron Middle School

Reflection Questions

Owning It, by Alex Kajitani

1. 1) How has your philosophy of teaching changed (or stayed the same) since you first began teaching? (from Chapter 1: Time to Get Real)
2. 2) What are some ways that you can grab your students’ attention at the beginning of a lesson? (from Chapter 3: First Impressions)
3. 3) Do you view your classroom as a place that provides many opportunities for students to discuss, share, and learn from each other? If so, what are some strategies you use for this? If not, what’s holding you back? What strategies could you start implementing to increase student interaction? (from Chapter 5: I Said Be Quiet... and Start Talking!)
4. 4) What is the current culture and climate at your school, around openly sharing data? Would you like to encourage more data-sharing? What steps could you take to help your school move in that direction? (from Chapter 7: Dealing with Data)
5. 5) Think about a story you could tell about your background that would help you connect with your students. What purpose do you want that story to serve, and after you tell the story, what effect do you want it to have on your students? (from Chapter 9: Let’s Talk About Race)
6. 6) What are some of the social norms that your students (especially your most challenging ones) struggle with? Why is it important that students understand these norms, and how can you address them so that they can incorporate them into their daily lives? (from Chapter 10: The Secret to Motivating the Unmotivated Student)
7. 7) Does your school currently have a campus-wide plan to help with student behavior issues? If so, how has this plan been communicated with teachers, students and parents, and are there places where the communication can be improved? If not, what barriers need to be removed in order to start putting one together? (from Chapter 11: Beyond the Bad Kid)
8. 8) What ways are you currently using technology to communicate directly with parents or keep them informed of what is happening in your classroom and at your school? Are there any barriers that stand in the way of being able to communicate with parents more frequently (such as language barriers)? How can you overcome these barriers? (from Chapter 13: How to Hook the Uninvolved Parent)

(continued on next page)

Reflection Questions

Owning It, by Alex Kajitani

(continued)

9) What “traditions” have you incorporated, or could start incorporating into your meetings, to further develop a sense of family? (from Chapter 15: Making Meetings an Hour to Empower)

10) What milestones could you celebrate with your new teachers, and how could you celebrate them in a positive and creative way? Consider developing a calendar, or plan, to create some consistency each year. (from Chapter 16: Welcome to Teaching. Please Stay)

About Alex:

Alex Kajitani is the 2009 California Teacher of the Year, and a Top-4 Finalist for

National Teacher of the Year. He is the co-author of *Chicken Soup for the Soul: Inspiration for Teachers*, and his first book, *Owning It* was named “Recommended Reading” by the U.S.

Department of Education. Alex is also on a mission to get *every kid in America* to learn their times tables, and to make this happen, he created the popular online program

www.MultiplicationNation.com. Alex is a highly-sought after keynote speaker who supports and motivates teachers nationwide, and he’s known around the world as “The Rappin’ Mathematician.”

Alex has a popular TED Talk, has been honored at The White House, and was featured on *The CBS Evening News*, where Katie Couric exclaimed, “I LOVE that guy!” For more of his innovative ideas, visit www.AlexKajitani.com.

EXAMPLES OF PBE QUESTION ASSIGNMENTS

1. What local topics, issues, or projects are likely to be meaningful for students and give them an opportunity to participate in learning activities that others will value?

Some activities I feel that would be meaningful for students are:

- Any project dealing with farming, cultivating, or selling of products grown and harvested by the students
- Planetarium and Greek mythology lessons
- Agriculture and water conservation and the processes of each
- Where are the vendors originated from?
- Planning, planting, and harvesting aspect of the business
- Organic vs non-organic foods

2. What aspects of the required curriculum are related to this issue or project? List specific subtopics that students might explore, including those related to other subject areas.

The following subject areas this project could align with are:

English Language Arts, Geography with Social Science, Business, Science, Math, and Technology.

- I. Subtopics students might explore are:
- II. Business Studies
- III. Life Science
- IV. Introduction to Agriculture Economics
- V. Introduction to Agriculture Law
- VI. Farm Accounting
- VII. Agriculture Business Statistics
- VIII. Landscape and design
- IX. Greek mythology (Science and ELA). Science for
- X. Organic vs. non-organic foods

3. What four or five overarching questions might guide your students study?
 - i. How do farmers decide how much to charge for their fruit in order to make a profit?
 - ii. Is Organic food worth the price? Why or why not?
 - iii. What careers do you think support the ability of farmers to produce food?
 - iv. How does Greek mythology influence are stars?
 - v. How many careers do you think there might be in the area of farming or agriculture? From production, processing (factory), to distribution what entry level and highly skilled jobs are there?

4. What specific learning standards would this topic or project enable you to address?

-History 8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, trade, and locate such development on a map.

-History 8.12.4 Discuss entrepreneurs, industrialist, and bankers in politics, commerce, and industry.

5. How will you assess students learning? List possible strategies, including some culminating projects. Discuss how you will scaffold the learning that students need.

The teacher will develop activities that are aligned to the whole summative project. At the

Farmers Market, the prices of produce are significantly lower than that of commercial grocery stores. Therefore, an activity where the students collect data on small business prices verse big business prices on similar products would be beneficial. We would like students to compare and contrast the produce by their pricing and quality being sold at each vendor, followed by a group activity.

- I. Data collection on pricing on produce
- II. Raw material
- III. Profits
- IV. Local business in the area of where we live
- V. Material waste
- VI. Packing cost
- VII. Create a brochure on where fruits and vegetables come from and how much they would charge. (Group work)

6. What community partners might you bring into the classroom to help teach this unit or to support activities outside of school?

Some community partners I'd like to bring into the classroom or go to head out to visit for enrichment of the unit would be the Dairy Council, Mickey Grove Park, Gallo Winery, Hilmar Cheese, White Crane Ranch, Foster Farms, Duarte Nursery, Yagi Brothers, Blue Diamond, A.V. Thomas, and Dallas Distributing.

7. What field studies, monitoring or other inquiry activities might students become involved with in their neighborhood, community, or region?

A good PBL would take a field trip to Blue Diamond and/or Hilmar Cheese. The students would be assigned specific questions to address during their trip while also coming up with their own questions. At other local businesses such as White Crane Ranch, students could learn and assist with the daily activities which are needed to keep the business profitable. It is very important in this area to network and make connections with local business. "Career Day" held at the school site, would be a great way to showcase students final projects.

8. What community needs might students address as part of this unit or project? What service learning opportunities does it afford? How might you publicize the contributions that students make?

- a. **Where are local farmers feeding into local grocery stores (or are produce being shipped to other states)**
- b. **Stockton Record is usually invited to come to our campus to broadcast any big and/or community events.**
- c. **Invite local business farms to speak to the students on building a company and what are some concerns and strategies they must know in going into this field.**
- d. **Field trip to Foster Farms or Hilmar Cheese to learn more about packing, budgeting, organizing shipment schedules**
- e. **Visit local restaurants that claim to be "Farm to Table", what does that look like?**
- f. **Publicize on the school marquee and to local radio stations.**

9. How might students become involved in community governance activities related to this project? How could they participate in data gathering, reporting or other forms of public participation, such as organizing meetings or planning community events?

I would begin by having students write letters to local businesses. Organizations like Future Business Leaders of America (FBLA) local business owners in the area that can discuss the process of building financial start-up businesses would come to our school and give input on this topic.

Students would be recommended to attend a town meeting and or school district meeting on the discussions on finance breakdowns and voting on community town planning. Finally, I would have students write Thank You letters to the corresponding businesses.

10. What creative possibilities in the fields of art, music, dance, film, or theater relate to this project? What about vocational opportunities or internship?

Promote local business in our area and plan events that can be hosted by our students and school staff. Our school will host a community event that will showcase our art, music and dance departments. At the event will have the gym setup to display students' projects from their art. We will continue to promote local business to come and share their business information with interpretive and engaging displays to enrich the students learning experience. Some of the businesses would include:

- **The Westside Theater**
- **Mariachi band**
- **Gallo Center of the Arts**
- **Great Valley Museum**
- **University of the Pacific**
- **Delta Community College**
- **Blue Diamond Farms**
- **Foster Farms**
- **Delgado's Farm**
- **Local Taco Truck**