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Livonia Summer Institutes 2019

University of Pacific Graduate Level Credits

PDSI [Great Teaching Can Lead Student to Water and They Will Drink It.](#)

8:00 AM – 6:00 PM

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Grading: Grade Matching Work Required

Course Syllabus

Rationale for Course

The growing fields of professional learning, teacher effectiveness, and teacher recertification have increased our desire to include more 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 personal reflection questions.

Boost Course Sessions:

- Large group interactive sessions with top quality speakers 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

- Place Based Education – Grade/subject level groups will choose an appropriate grade/subject PBE venue to study and visit on PBE day.
- *Wellness education activities to build a healthy approach to teaching

*Districts that will not accept the 5-hours of Wellness Education Activities, 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.

Post-Conference:

- Information will be sent to participants via the Summer Institutes free webinars/newsletters/website blogs/email broadcasts and other social media.
- Summer Institutes National PLC research data will be compiled and shared with all participants.

Course Description:

Summer Institutes provides a unique opportunity to engage in a **series of separate courses** that help participants learn new and effective ways to teach with **“whole education”** strategies and motivate students. The process maximizes the effort of the learner to understand new knowledge in best practice research with opportunity 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. This professional learning format is designed to encourage teachers to engage in experiential learning and positively affect their classroom practice to increase the relationship, mindset and grit of their students, and promote greater 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**

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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 2018 course curriculum ideas from experiential field based learning activities during our 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. Update technology skills to use successfully in the classroom.
- g. Gain a broad knowledge of interdisciplinary topics and how to implement interdisciplinary studies into the curriculum.
- h. Understand Rick Miller’s, Kids At Hope, concept to teach students how to “time-travel” to help set and achieve challenging personal goals.
- 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 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 Practices
 - Diversity and Special Needs
 - Parental Involvement
 - Integrating Technology into Educational Practices
 - Diagnosing and Removing Obstacles to Student Achievement
 - Instructional Techniques/Strategies
 - Content Area Knowledge and Skills
 - Student Assessment and Evaluation/ Portfolio Development
 - 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: Staying Balanced & Being Real
 - 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.”
- n. 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.

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 31 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 workshop or session. *These may include, but not be limited to the following:*

- *Checklist of skills and concepts learned*
- *Product developed during session*
- *Video or photo evidence of a practice*
- *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 readings will be completed to support learning outcomes of session or conference.
- 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 turn in a digital zipped folder (this zipped process will be taught at the conference :0). The zipped (compressed) folder will consist of five sub-folders for 3-credit participants or six sub-folders for 4- credit participants:

- **Sub-Folder I – “Speakers”:** 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.
- **Sub-Folder II – “PBE”:** Typed notes on Place Based Education and how participants can utilize the content to help teacher performance in the classroom. In addition, there will be 10 PBE questions to be answered within your grade/subject level PLC groups. Include group answers in this folder.
- **Sub-Folder III – “B PLC”:** Include typed notes on Birthday PLC topics & discussions.
- **Sub-Folder IV - “GS PLC”** typed notes on Grade/Subject level PLC topics & discussions.
- **Sub-Folder V – “Wellness”:** A typed journal on all Wellness Activities that they experienced in the course. **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.**
- **Sub Folder VI - “4-Credit Project”:** Participants enrolled for 4 credits will complete and additional assignment of reading either SI Presenters Alex Kajitani’s book “Owning It,” Rick Millers book “Youth Development from the Trenches” or Ingrid Rick’s New York Times Best Selling Book “Hippy Boy” and answering a series of questions about material read and provide a summary of what they learned.

“A” grade

- 1) Complete Pass/Fail requirements.
- 2) Submit a synopsis paper for each of the three speakers of your choice (three papers). Papers shall answer the following questions:
 - What new knowledge and information, in this workshop, enhanced your current teaching style?
 - Which connections were experienced that aligned with your specific teaching focus, content, and population?
 - How did this workshop increase your current level of professional teaching standards to reflect personal growth?
 - What information could you share in your school community with others?

“B” grade

- 1) Complete Pass/Fail requirements.
- 2) Type a synopsis paper for two (2) speakers. 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.

In Summary:

The greatest value of Summer Institutes is our ability to delivery 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