

National Summer Institutes Virtual Recharge Conference 2020

University of Pacific Graduate Level Credits

PDSI 9970 Empowering (At-Hope) Students to Self-Manage

Term: June 15-19, 2020, 8:00 AM – 6:00 PM Daily

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Grading: Grade Matching Work Required for 3 or 4 semester graduate credits

Course Syllabus

Rationale for Summer Institutes Courses

The growing fields of professional learning, teacher effectiveness, and teacher recertification have increased our desire to include more mindset, rigor and outcome-based evidence to improve the quality teaching and learning occurring at our conferences/courses.

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 RECHARGE, PIPELINE, 5-Day Class, Online Travel & Independent Study courses.

RECHARGE 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 personally or virtually on PBE day.
- *Wellness education activities to build a healthy approach to teaching

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 including mental, physical, social and emotional components to empower themselves and 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.

Participants in the National Conference will focus on how to empower (at-risk) students to self-manage.

Included at all Summer Institutes sessions are a combination of the following:

- 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 2020 course curriculum ideas from experiential field-based learning activities during our Place Based Education Day, encouraging partnerships with our diverse communities and enhanced communications with local business/organizations.
- d. Understand that ‘Relationships’ **are** 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 those interdisciplinary studies into the curriculum.
- h. Role model “Whole Education” to help students excel.
- i. Evaluate educational opportunities and be better prepared to develop lessons that allow for alignment with ever evolving state standards.
- j. 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.
- k. Focus efforts and outcomes towards growth in the Professional Teaching Standards of: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.

For-Credit 5-Day Virtual National Conference Course Requirements

1. Attendance:

Attendance will be logged each day from our Zoom platform for each main session. Small group PLC Breakout session attendance will be taken by at least one PLC member and confirmed when collaborative Google form is turned in. Students watching via On-Demand will demonstrate viewing by response to session questions. Small group PLC's will be done independently and turned in for credit.. 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. 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*
- *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

- 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) Independent course readings will be completed to support learning outcomes of sessions or conferences.
- 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) or google docs. 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 speaker's presentation and a summary of what the participant got out of the presentation to help them perform in the classroom.
 - Teachers will answer 10 Questions from each presenter on Google Classroom
 - **Sub-Folder II – "B Each PLC session** will include typed "group notes" by group assigned note takers on results of PLC discussions.
 - **Each GS PLC** will include typed "group notes" by group assigned note takers on results of PLC discussions on Grade/Subject level PLC discussions
 - **Sub-Folder "Wellness":** A typed journal on all Wellness Activities that they

experienced in the course. Our participants fully engage in the Summer Institutes mental, physical, social and emotional experience. If a participant's district does not believe in this experience and will not allow wellness activities to be applied toward salary advancement credits, we will provide alternative PLC Whole Education or their school districts PD Focus assignment opportunities.

- **Sub Folder V - "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 Miller's book "Youth Development from the Trenches" or Ingrid Rick's New York Times Best Selling Book "Hippy Boy," Dr. Mathew Kincaid's leadership Book 'Permission to Speak Freely," answers a series of questions about the material read and provides a summary of what they learned. Also, for the 4th credit requirement, an additional independent study Place Based Education Day needs to be completed. Typed notes on a Place Based Education location and how participants can utilize the content to help teacher performance in the classroom, while covering state standards. In addition, there will be 10 PBE questions to be answered and included in this folder.

"A" grade

- 1) Complete Pass/Fail requirements.
- 2) Submit a synopsis paper for each of the three speakers of your choice (three papers). Papers will include answers to 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) Attendance.
- 3) 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.