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On-Demand National Summer Institutes Conference 2021 All Virtual or Hybrid Live Track Option Self-Paced Study with Interactive SI Family Components

University of Pacific Graduate Level Semester Credits

PDSI 9940 *Whole Education: Mental, Physical Social & Emotional Learning*

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Grading: Grade Matching Work Required for 3 or 4 semester graduate credits Dates:
Ongoing On Demand

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 relationship outcome-based evidence to improve the quality teaching, social and emotional learning occurring at our conferences/courses.

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. Through this online course, learners are able to experience dynamic speakers and collaborate with other participants from all over the nation. 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.

Prerequisites:

None

Course Materials:

Because the course is taught virtually and “live”, students must have access to a computer and are required to have access to high-speed internet with the ability to log into the course on SI’s Canvas Learning Platform. All video content will be supplied by the instructor. Students pursuing a 4th graduate credit will need to purchase Kaitlin Roig DeBellis’s book, *“Choosing Hope”*.

Course Sessions will include:

- Viewing speakers from Summer Institutes’ National Conference sessions.
- Professional Learning Community (PLC) interactions through breakout room discussions, shared documents and viewing other SI participant’s ideas and responses.
- Integration of Professional Teaching Standards required by districts and states for evaluation of teacher practice in the classroom.
- Written responses to each speaker.
- Wellness education activities & journal to learn how to dedicate time to take care of yourself, while building a healthy approach to teaching.
- Check for understanding

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

1. Learn best practices and current research to support teaching, student learning, and leadership principles.
2. Understand that student rigor is a product of trusting relationships, being relevant, knowing how to capture effort, motivate, and conquer the fear of failure, which will increase full potential.
3. Learn new teaching/coaching techniques to develop positive relationships with students, parents, and staff in a “stress-free environment”.
4. Participate in professional development which includes PLC virtual collaboration time through the use of shared documents, reading input responses from other participants and adding ideas and thoughts to these interactive resources.
5. Update distance-learning technology skills to use successfully in the classroom.
6. Gain a broad knowledge of interdisciplinary topics and how to implement those interdisciplinary studies into the curriculum.
7. Presenters teach from a “Whole Education” mindset.

8. Evaluate educational opportunities and be better prepared to develop lessons that allow for alignment with ever evolving state standards.
9. Focus efforts and outcomes towards growth in the Professional Teaching Standards of: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.
10. Understand that the new third “R” in education is Resiliency, which is replacing Rigor. The 3 R’s of Education: Relationships + Relevance = Resiliency

Course Requirements

Zoom & Canvas will be used as the primary means of facilitating this course. Students will be expected to log in to watch On-Demand Summer Institutes Conference 2021 speakers and work through each daily Module. Assignments will be turned in via Canvas.

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 of notes developed after sessions*
- ● *Brainstorming of connections to classroom for implementation*
- ● *Evaluation created with session outcomes and the participant growth*

Grading Options:

Participants contract by choosing Pass/No Pass or Letter Grade

“Pass/No Pass” Letter Grade

1) Attendance:

Students watching On-Demand will demonstrate viewing on Canvas by response to each session's questions. Small group PLC’s will be written independently and turned in for credit. Daily wellness hours will be recorded in a journal (download on Day 1 from Canvas) reflecting 2 hours of activities for 5 days.

2) PLC (Professional Learning Community) groups:

Participants will engage in professional learning community groups in an individual format, which will then be combined with other participants' ideas in a shared document format. These PLC group ideas are designed to discuss, reflect, support and record ideas surrounding session components and outcomes by answering PLC questions and viewing other participants responses.

3) 4-Credit Project:

Participants enrolled for 4 credits will complete an additional assignment of reading *Kaitlin Roig DeBellis’s book “Choosing Hope.”* and answer 10 questions about the material read from the author . The questions are listed in Canvas.

4) Final Product: At the end of the course, participants will be able to demonstrate greater proficiency as an elite teacher through increased knowledge of the importance

to develop trusting relationships, educational relevance, resilience in attitude and professionalism, as well as greater health and wellness. These areas will be documented through wellness journals, written responses to speaker's presentations, notes on presentations, check for understanding quizzes and sense of fulfillment when the coursework is complete.

"A" grade

1) Complete Pass/No Pass requirements.

2) Submit a synopsis paper for each of the three speakers of your choice (totaling 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/No Pass requirements.

2) Attendance

3) Type a synopsis paper for one speaker. Paper will answer the same questions

found in "A" grade above.

Handouts/Teaching tools are available on our Canvas Learning Platform.

Quizzes, Journals, Notes, Responses, Research Papers and other documents are stored on our Canvas Learning Platform

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.