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**Online/On Demand  
2020 Summer Institutes National Conference**

**One of three National Conference Graduate Courses.**

**Each course features different presenters and/or presentation topics. The curriculum is not overlapping between these courses, however the theme of reducing educator burnout while increasing educator performance is constantly addressed.**

**Summer Institutes for 35 years (1987).**

**University of Pacific Graduate Level Semester Credits**

Course title: PDSI 9970

*Are You At Your Best? Empowering (At-Hope) Students to Self-Manage*

University of the Pacific Course Instructor: Scott Ricardo

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

Ongoing On Demand

**Presenters:**



*Raising a Heisman*, Parents of Heisman Trophy Winner Joe Burrow, Principal Robin and Coach Jimmy Burrow



Christian Moore, Founder of WhyTry. Inspire your staff by introducing them to the principles *The Resilience Breakthrough*. Discover the power of resilience. Explore how to increase your personal resilience by tapping into the 4 sources.



*Empowering (At-Hope) Students to Self-Manage...the First Step to Reducing Teacher Burnout!* Do you as a teacher experience the following student behavior: Cussing, laughing, bullying teachers, being rude, looking at their phones, walking out in the hall way, throwing things and even getting physical with you? Coach Ricardo uses his university coaching experience, style and motivational techniques to inspire (At-Hope) youth to learn how to succeed in the classroom and future career settings.



*Capturing Effort.* World Champion Coach Golden Pat Ruel will provide a unique professional growth experience for our SI educators. Participants will learn how to incorporate the Seattle Seahawks system to succeed with classroom management and performance! While you are learning valuable tips on how to coach your students to strive for perfection, you will be entertained with humorous stories about this years Seahawks and other NFL stars!



Matt Overweg Presents, *Educators...the second wave of frontline workers fighting Covid-19.* Our education system will forever be changed by the Covid-19 pandemic. There will be a new normal when educators walk back through the classroom doors. Are you prepared to handle those changes? Educators will be faced with the task of not only their normal academic responsibilities, they will be presented with the daunting task of handling Childhood trauma. While in quarantine many children will have faced death, abuse and overall emotional turmoil. In this unprecedented time, schools are going to need to think outside the box and draw from every resource possible. That's why forward thinking teachers like Matt Overweg will be one of the education systems biggest assets. With his therapy Dogs Stella and Cooper they can provide the comforting presence necessary for students to handle anxiety. During his presentation you will be introduced to his loveable 4 legged friends. Matt will give a brief overview of how the dynamic duo has become a hit in his school district and the benefits he sees on a daily basis. He will provide necessary information to guide other teachers interested in their own therapy dog.



Former WSU Head Coach presents, *Bringing Respect and Manners Back into the Classroom.*



*Harnessing Adversity and Believing in the Power of Now.* Ingrid Ricks is an NYT-bestselling author, writing coach, inclusion activist and inspirational speaker who is passionate about leveraging personal storytelling to foster healing, awareness, empathy and change.



Derrick Veale is managing St John's Community School's online learning. He is an expert in teaching computer courses to educators, students and community members. For over 18 years, Derrick has taught RESA and Summer Institute technology courses along with numerous professional development sessions at various schools and levels. Participants will learn: "short cut" applications to improve teaching productivity, ZOOM, and Google Classroom.



*Thinking about our Country and our Students using Nathanson's Compass of Shame: A Restorative Practice.* Mary Beth Brady has worked with the Santa Fe Public Schools in Santa Fe for longer than she cares to admit. She founded the first district-wide Restorative Justice program and now works with the district's team of Digital Learning Coaches.



*Art With Cassidy.* Art with Cassidee will work with each individual painter to provide proper instruction so painters can walk away feeling as though they did something they never thought they could do while having a great time doing it!

### **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

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**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 Rick Miller’s book,

“Youth Development from the Trenches: A Practitioner ...” **Course Sessions will include:**

**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 Rick Miller's "Youth Development from the Trenches: A Practitioner ..." and answer 10 questions about the material read from the author. The questions are listed in Canvas.

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**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.

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