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Online/On Demand 2022 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 Credits

Course # & Title:

PDSI 9943 *** *Replenish, Rejuvenate & Remember Why You Teach.*

University of the Pacific Course Instructor: Scott Ricardo

Email: Scott@summerinstitutes.com

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

Ongoing Independent Study

- **Interactive SI family SEL stress reducing components**
- **New PTCMS: Team Classroom Management System**
- **Being in the now**
- **Enhancing the group climate and culture of our schools.**
- **Capturing effort**
- **Do you control your mind or does your mind control you?**
- **Reducing the fear of failure**
- **Live virtual or on-demand track options**

Looking for relevant interesting professional development, college credits and rejuvenation? Why not get all three at summer Institutes?

Presenters:

Ingrid Ricks , New York Times Best Selling Author

Seizing the Power of Now

Tom Changnon, President Effectiveness Institute

Effective Communication Styles & Emotional Awareness

Barbi Riggs, Sweet Home Unified School District

From Para Educator to District Administrator, Building Trusting/Caring Teams.

Mark Speckman, International Inspirational Presenter/Coach

Figure It Out

Coach Golden Pat Ruel, Seattle Seahawks World Champion/Author

Does Your Brain Control You or Do you Control Your Brain?

Scott Ricardo, President/Founder Summer Institutes

PTIS: Positive Team Classroom Management System

Presenters:



Ingrid Ricks, New York Times Best Selling Author

Seizing the Power of Now

Utilizing several interactive exercises, Ricks will help you:

- Rewrite the Negative Stories You Tell Yourself

- Strip Fear of its Power
- Turn Your Adversity into an Asset
- Embrace Change
- Go For it – Whatever IT is



“I LOVE That Guy!”

Katie Couric, *CBS Evening News*

Alex Kajitani, Speaker, Author & California Teacher of the Year

Owning It: Proven Strategies to Stress Less, Teach More & Love What You Do

Join Alex for an inspiring and energizing morning to help you be a highly effective educator who loves what you do. Specific topics include how you can:

- Engage students with easy-to-implement, high-leverage strategies that have a big impact on learning.
- Manage the classroom environment with confidence and creativity, so students learn in an atmosphere of positivity and safety.
- Create a classroom culture where student thrive.
- Interact with colleagues in ways that are productive and healthy, and avoid mid-year burnout!



Barbi Riggs, Sweet Home Unified School District

From Para Educator to District Administrator, Building Trusting/Caring Teams

- Strong relationships allowed teaching in a pandemic to be successful.
- Communication was the key to reaching students in person or through hybrid teaching.
- Wellness needs to not only be important for our students but for ourselves as educators.



Mark Speckman, International Inspirational Presenter/Coach

Figure It Out

- Recognize interconnectedness of motivation, attitude, talent and potential
- Can we motivate students?
- Power of potential
- Awaken ability to “Figure it Out”



Coach Golden Pat Ruel, Seattle Seahawks World Champion/Author

Does Your Brain Control You or Do you Control Your Brain?



Scott Ricardo, President/Founder Summer Institutes

Positive Team Classroom Management System

- Building Caring Relationships
- Establish a Concept of Team
- Maximizing Teaching Time
- 100% Student Engagement in Seconds



An **unconference** is a participant-driven meeting. The term “unconference” has been applied, or self-applied, to a wide range of gatherings that try to avoid hierarchical aspects of a conventional **conference**, such as sponsored presentations and **top-down** organization.^{[1][2]}

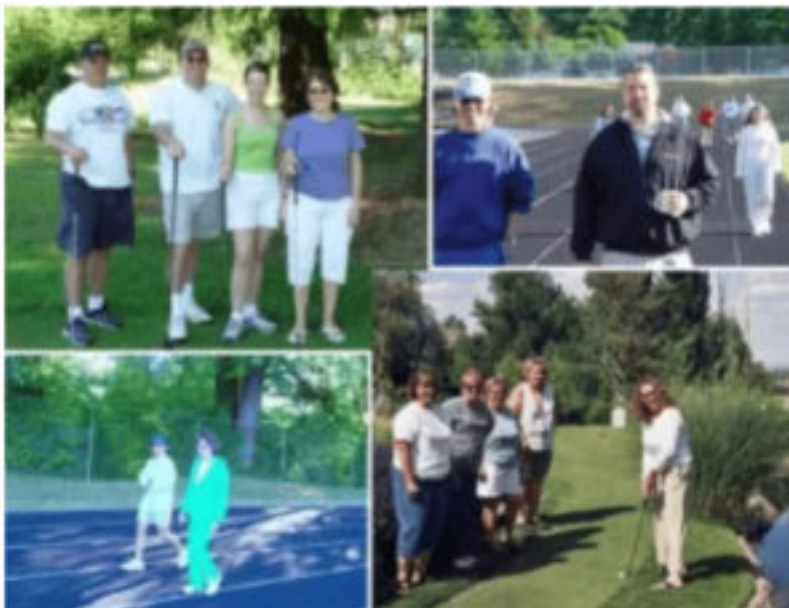
Place-Based Education



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 Independent Study Day

Wellness



All participants will be encouraged to participate in 2 hours of self-care wellness at the end of each day.

Rationale for Summer Institutes Teacher Care National Conferences Courses:

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

Each of our three national conferences have completely

Teachers Are Beyond Stress, Self-Care Isn't Optional, It's Required

POSTED AUG. 31, 2021 IN [BETTER CONVERSATION](#)

Can we finally all agree?

The pressure on educators is significant. According to [a RAND study](#), stress was the most common reason that educators left teaching early — almost twice as common as insufficient pay. What's more? This research predates the pandemic. Now with the impact of COVID-19, [54% of educators](#) say they are experiencing high levels of burnout and fatigue and [almost half](#) are enduring substantial anxiety in the workplace.

School Leaders Take Note: Teacher Care Is a Lot More Than Self-Care

By [Sean Slade](#) Nov 2, 2021

“You can't deep-breathe your way out of a pandemic; you cannot stretch your way out of terrible class sizes; you cannot 'individual behavior' your way out of structural problems,”

So, what do we do?

We must stop expecting educators to save themselves and instead start to address the group climate and culture of our schools.

Course Description:

Summer Institutes provides a unique opportunity to engage in a series of courses that help participants learn new and effective ways to teach with “social, emotional, mental & physical

wellness” strategies 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 virtual and/or on-demand course, learners are able to experience differentiated dynamic speakers and collaborate with colleagues from all over the nation. This professional learning format is designed to care for teachers while motivating them to engage in experiential learning and positively affect their classroom practice to increase the relationship, mindset and student self-management. This course promotes greater student outcomes, because they are being taught by happier teachers.

Prerequisites:

None

Course Materials:

Because the course is taught “live virtually”, 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 Ingrid Ricks book, “**Focus**”.

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.
- Wellness education activities to learn how to dedicate time to take care of yourself, while building a healthy approach to teaching.
- Check for understanding quizzes.

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

1. Learn best practices and current research to support teacher care & rejuvenation.
2. Replenish strategies for student learning and leadership principles.
3. 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.

4. Replenish new teaching/coaching techniques to develop positive relationships with students, parents, and staff in a “stress-free environment”.
5. Participate in professional development which includes PLC virtual collaboration through the use of shared documents, reading input responses from other participants and adding ideas and thoughts to these interactive resources.
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. Focus efforts and outcomes towards growth in the professional teaching standards of: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.
9. 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 regularly to watch “live” or On-Demand Summer Institutes Conference 2022 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 developed during session*
- *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:

Zoom roll call taken at both AM & PM sessions. 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 *Ingrid Ricks' book "Focus."* and answer 10 questions about the material read from the author Ingrid Ricks. The questions are listed in Canvas.

4) Final Product: At the end of the course, participants will be able to demonstrate greater proficiency as a replenished and rejuvenated teacher through increased knowledge of the importance to develop trusting relationships, teacher self-care, 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 & teacher self-care?
- 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.
