**Summer Institutes 2024 National Conference, Chehalis, WA**

**University of Pacific Graduate Level Credit**

**Course Title:** Promote Diversity, STEM, Educator Well Being & Positive TEAM Intervention System (PTIS)

8:00 AM – 6:00 PM

June 24 - 28

Site Coordinator: Scott Ricardo/Ed Simmons

Email: Scott@summerinstitutes.com

Grading: Grade Matching Work Required

[**Course Syllabus**](http://www.summerinstitutes.com/files/Course%20Syllabus%202010%20Master.docx)

**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.

Course Sessions:

* Large group interactive sessions with 5-Star presenters with expertise on a variety of best practices in education, including diversity, STEM, classroom management & developing trusting caring relationships within a Positive TEAM Intervention System (PTIS).
* 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 at Mt. Saint Helens.
* \*Wellness education activities to build a healthy approach to teaching

\*Most districts recognize the importance of teacher wellbeing education to combat our national epidemic with teacher burnout. 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 University of the Pacific (UOP) Summer Institutes free webinars/ newsletters/website blogs/email broadcasts and other social media.
* UOP 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**

**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](http://www.learningforward.org)).

Participants will:

* 1. Learn best practices and current research to support diversity, student learning, and leadership principles.
  2. Understand that grit includes motivation, hard work and a never give up attitude increases full potential.
  3. Gain new 2024 course curriculum ideas from Place Based Education STEM 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.
  4. Understand that ‘relationships” is the most important “R” in education because it builds trust, honesty and integrity with all students.
  5. Learn new teaching/coaching techniques to develop positive relationships with students, parents, and staff in a “safe PTIS environment”.
  6. Update technology skills to use successfully in the classroom.
  7. Gain a broad knowledge of interdisciplinary topics and how to implement interdisciplinary studies into the curriculum.
  8. Role model “Whole Education” to help students excel.
  9. Evaluate educational opportunities and be better prepared to develop lessons that allow for alignment with ever evolving state standards.
  10. 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.
  11. Focus efforts and outcomes towards growth in the Professional Teaching Standards of: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.
  12. Create support and integration of goals and strategies in Certification and Interest Areas to include the following as outlined in each 2024 presenter’s expertise:
* Classroom Management
* Common Care 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.’
  1. 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. Resiliency:**

Christian Moore, founder and author of the Resilience Breakthrough​Moore describes resilience as the ability to bounce back. The thing that can trigger resilience — the thing all teachers wish they could prevent — is suffering. Suffering gives individuals something to bounce back from, Moore says.

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, Relevancy & Resiliency must first be established**. A Summer Institutes conference provides the formula above to create the same type of rigor for the teachers. For over 36 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 three critical components to create rigor; the three R’s of education, “Relationships, Relevancy and Resiliency.” 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 the course.

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. 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.
* **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.**

*“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 deliver 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

**About our 5-Star Presenters & Topics:**

**Fostering Emotional Well-Being and Academic Engagement Through Personal Narrative**

NYT-bestselling memoir author and writing coach Ingrid Ricks first discovered the healing power of personal narrative when she wrote her coming-of-age memoir, Hippie Boy. But it wasn’t until she began helping high school students write the personal stories they needed to share that she discovered its ability to foster the deep connections that promote empathy, unity, a passion for writing and overall academic engagement.

In this in-depth three-part workshop, Ricks will share stories of transformational impact, drill down on her proven teaching process and discuss invaluable lessons learned working with thousands of middle and high school students to help educators leverage the power of personal narrative for their students.

In this workshop, you’ll learn:

1.     How to create a safe space in your classroom

2. Key questions to help your students hone in on their stories

3.     Three simple story structure models and when to employ each of them

4.     Six easy narrative writing techniques guaranteed to elevate your students’ writing and bring their stories to life

5.     The Do’s and Don’ts to avoid pitfalls and ensure maximum program success

Participants will be provided with the Personal Narrative Curriculum Ricks developed for 9th graders that has been employed in several high schools. Lessons can be adapted for all ages.

**About Ingrid Ricks:**

Ingrid Ricks is an NYT-bestselling author, memoir coach, and inspirational speaker who is passionate about leveraging personal storytelling to foster healing, awareness, empathy, and change. Over the past decade, she has helped thousands of students of every age find healing and empowerment by writing the deeply personal stories they needed to tell and has produced eight anthologies in partnership with high schools and non-profits.

Ingrid’s books include the coming-of-age memoir, Hippie Boy: A Girl’s Story, and Focus, a memoir about her journey with the blinding eye disease Retinitis Pigmentosa. She has also ghostwritten several books and has shared stories from her childhood on Salon and NPR. For more information, visit [www.ingridricks.com](http://www.ingridricks.com)



DR. JOHNNY LAKE CONSULTING   
PHILOSOPHY STATEMENT :  
  
The 21st century presents us with great hopes, dreams, ideas and challenges. Our society has become more interconnected and interdependent than ever before. This has served to emphasize the need for efficiency, cooperation and conservation. We must be creative and effective in addressing issues.   
  
The cultural, ethnic, racial, language and socioeconomic differences of our communities continue to be a serious challenge to developing a truly equitable and just society. Our history has left us with many of these issues yet to be resolved or eradicated. On February 1, 1903 W.E.B. Dubois, a great African-American scholar, said “...for the problem of the twentieth century is the problem of the color-line.” As we enter this twenty-first century we continue to see issues of race, color and ethnicity being major problems in our society still.   
  
Change has become a constant in our world. Personal change, community change, organizational and institutional change have become an ongoing part of our society whether we like it or not. We must think and teach creatively. We must produce effective leaders and teach dynamic leadership skills to succeed in facing the challenges and uncertainties ahead of us. We must learn to harness and use the incredible power of diversity and change. If we do not do so we will not reach our potential, we will fail ourselves.   
  
The challenges for the twenty-first century are great, but, in the same breath, so are the opportunities. Again for one of the few times in our history we are having a serious discussion about what our democracy means for all persons. We are seeing more and more valid participation by previously excluded persons and the institutional roadblocks to a truly multicultural, diverse, equitable society are being challenged and torn down daily. Our children are bringing us to this valid discussion and will most certainly continue to carry us forward into this twenty-first century, challenging us to truly become part of the world we are teaching them and empowering them to create right in front of us.   
  
To prepare people for their changing roles in society requires that we provide them with knowledge, skills and attitudes to participate and function in a multicultural society, to communicate across cultures, to be successful in their personal, social and civic interactions. We must share with them a strong sense of fairness, equity, liberty and justice for all. Preparing ourselves for the future is the best investment we can make for a better twenty-first century. 

**Scott Ricardo, President/Founder Summer Institutes  
Positive Team Intervention System (PTIS)**

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

Scott Ricardo, the Founder and President of Summer Institutes, draws from his extensive 46 years of teaching and coaching experience to introduce the Positive Team Intervention System (PTIS). By integrating PBIS and restorative justice principles, PTIS offers a proven methodology for establishing exemplary classroom behavior across K-University settings. This innovative system empowers K-12 educators to cultivate caring teamwork and implement restorative discipline swiftly, enabling them to optimize instructional time and minimize disruptions caused by student misbehavior.

In a recent evaluation of Mr. Ricardo’s 8th-grade classroom, the administrator marveled at the prompt response of students as the class commenced. Within two seconds of Ricardo's announcement, "I am now ready to instruct," the classroom fell into complete silence, with every student attentively focused on him. One hundred percent of Ricardo’s students were fully engaged, setting the stage for productive daily activities.

Ricardo's approach emphasizes the integration of PBIS training and restorative education principles within his PTIS creative and disciplined team management framework. This method fosters a nurturing team culture of learning that develops at an accelerated pace.

"I believe in the fundamental principles of education, but I also recognize the need for expediency in achieving results," says Ricardo. "We cannot afford to squander valuable class time on tasks that should be ingrained in our classroom culture from the outset. Time is our most precious commodity."

Ready to witness your students' engagement within seconds? Discover the Positive Team Intervention System (PTIS) today.

**Place-Based Education (PBE)**

Immerse yourself in our renowned STEM PBE day, where teachers delve into local heritage, cultures, landscapes, and experiences. This immersive approach serves as a springboard for the exploration of language arts, mathematics, social studies, science, and other subjects across the curriculum. At the Mt. Saint Helens STEM Learning Center, educators engage in PBE studies tailored to the local school and community context.

**Place-Based Education (PBE) offers a holistic approach that addresses three integrated goals:**

**Student Achievement:** PBE enhances student engagement, academic performance, and sense of personal responsibility as stewards of their local environment and community. Moreover, it revitalizes educators' enthusiasm for teaching.

**Community Social and Economic Vitality:** PBE fosters robust connections between local social and environmental organizations and the school community, thereby enhancing quality of life and economic prosperity.

**Ecological Integrity:** Through project-based learning, students actively contribute to resolving local environmental challenges and conserving environmental quality. PBE promotes experiential learning by immersing students in their surroundings, prompting critical questions such as: Where am I? What is the social history of this place? How does it connect to the broader world? This approach transcends classroom boundaries, allowing students to apply their knowledge to real-world problems.

Field-Based Learning Trips in Place-Based Education enable educators to explore educational resources within their local area. In Washington state, teachers have explored sites such as the Westport Maritime Museum, Seattle Underground, McCord Air Force Base, Bremerton Naval Ship Yards, Mt. St. Helens, and UW Space Learning Center, establishing invaluable connections for classroom activities across various subjects. Similarly, in California, tours have included Lawrence Livermore Laboratory, Yosemite National Park, Barnes & Noble, Vandenberg Air Force Base, among others, all aimed at enriching classroom comprehension.

Experience the transformative power of Place-Based Education today.

**Summer Institutes Teacher Wellbeing Activities since 1987**

Scott Ricardo has been a pioneer in prioritizing teacher wellbeing since the inception of Summer Institutes in 1987. His visionary approach began with the introduction of teacher wellness activities at the inaugural educators' conference in Montesano, WA. In today's educational landscape, the issue of teacher burnout has reached epidemic proportions.

Research consistently demonstrates that when educators are physically and mentally healthy, content, and financially secure, they exhibit higher levels of teacher efficacy and gain a deeper understanding of classroom dynamics. Furthermore, they are better equipped to cultivate supportive and nurturing relationships with their students, leading to improved student-teacher interactions and fostering a positive school climate.

Invest in your wellbeing and professional fulfillment with Summer Institutes Teacher Wellbeing Activities. Join us in prioritizing your health and happiness, and let us support you in becoming the best educator you can be.

**From NEA:** Educator shortages across the nation this past year pushed too many school districts to the brink. As schools struggled and failed to fill key positions, educator workloads, always heavy, became almost overwhelming.

"Teaching never stops," says Samantha Twohig, a special education teacher in West Virginia. "I don’t recall the last time I got a full lunch break — without behavior check-ins, a parent phone call, or the extra coverage needed due to lack of subs. Instead of planning periods. When the bell rings at 3:30, and students go home, my grading and planning work is far from finished."

As another challenging and exhausting school year grows to a close, a mass teacher exodus looms on the horizon. Districts and school leaders better move fast because, according to a new RAND Corporation survey, teachers and principals are experiencing job-related stress at a rate about twice that of the general population of working adults. Not surprisingly, both teachers and principals cited poor-well-being and adverse working conditions as factors in their stated intention to leave their jobs.

The RAND report uses data from the annual State of the American Teacher (funded in part by the National Education Association) and State of the American Principal Survey to examine the state of educator well-being, specifically looking at job-related stress, burnout, symptoms of depression, coping, and resilience. RAND also interviewed a nationally representative sample of working adults.

While the survey results are sobering, the report lays out a roadmap for districts to get serious about addressing the sources of teacher stress and strengthening the profession in the long-term.

"Improved well-being could bolster job satisfaction and engagement and help retain educators of all backgrounds in the profession," the authors write. "Improving the reputation of the teaching and principal professions might be an important lever for attracting a diverse group of future educators to the profession."

**From the Education Hub:**

What do we mean when we talk about teacher wellbeing?

Wellbeing is about more than coping with negative situations – it also includes ideas about what it means to live a good life. Perspectives on wellbeing are often divided in their approach. For example, subjective wellbeing encompasses ideas such as life satisfaction and the presence of positive emotion more frequently than negative emotion, while psychological wellbeing is concerned with ideas such as purpose in life and positive relationships with others. The understanding of wellbeing is further complicated by the fact that terms such life satisfaction are sometimes used synonymously with wellbeing in the research.

There is no single agreed-upon definition of wellbeing in the literature, but most definitions agree that wellbeing is multidimensional, comprising physical, mental, emotional, and spiritual aspects. This resource defines wellbeing in terms of the broad concept of ‘feeling good and functioning  
well’[i]: in other words, a state where teachers perceive job satisfaction, experience positive emotions more frequently than negative emotions, and function well both as a teacher and in their other roles in life (as a parent, spouse, family member, friend and so on). Functioning well includes supportive professional relationships, professional growth and a feeling of self-efficacy.

**Models of wellbeing:**

There are several models that are useful in order to understand the complex concept of wellbeing. These definitions and models demonstrate varied interpretations of wellbeing. Individuals may interpret wellbeing differently depending on their culture, their character and their situation. Increasingly schools are adopting wellbeing models as part of their strategy to enhance school-wide wellbeing, and the models are often chosen or developed to suit their particular school character. School wide conversations can be an important start to understand what teacher wellbeing means to individuals, and for the school as a whole.

**To the Reader:**  
  
My unwavering commitment has been to alleviate teacher stress while simultaneously enhancing classroom performance. The recognition of Summer Institutes' holistic approach to professional development by districts nationwide underscores the significance of our mission.

Enrolling in a Summer Institutes course promises an invigorating journey filled with 5-Star presenters, immersive STEM PBE Days, enriching PLCs, and rejuvenating Teacher Wellbeing Activities. Discover the excitement of professional development and become part of our esteemed SI family.  
  
Join our SI family as we embark on a transformative educational journey together!  
  
Warm regards,

Scott Ricardo  
Founder/President, Summer Institutes 1987

**Schedule:**

**June 24**  
8:00 am – 4:00 pm Ingrid Ricks  
4:00 pm – 6:00 pm Teacher Wellbeing Activities

**June 25**  
8:00 am – 4:00 pm Dr. Johnny Lake  
4:00 pm – 6:00 pm Teacher Wellbeing Activities

**June 26**  
8:00 am – 4:00 pm Scott Ricardo  
4:00 pm – 6:00 pm Teacher Wellbeing Activities

**June 27**  
8:00 am – 4:00 pm Place Based Education at Mt. St. Helens  
4:00 pm – 6:00 pm Teacher Wellbeing Activities

**June 28**  
8:00 am – 4:00 pm PLC’s covering Diversity, STEM, Personal Narrative, PTIS & Teacher Wellbeing  
4:00 pm – 6:00 pm Teacher Wellbeing Activities