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**Lansing Summer Institutes 2026**  
**University of Pacific Graduate Level Credits**  
**PDSI 9956** “The Power of 4...the Strength of TEAM”

8:00 AM – 6:00 PM

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Grading: Grade Matching Work Required

### **Course Syllabus**

#### **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.

#### **Boost 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



Participants will:

- 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 2026 course curriculum ideas from 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.
- d. Understand that ‘relationships’ is 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 interdisciplinary studies into the curriculum.
- h. Understand Scott Ricardo Passionate TEAM Intervention System (PTIS)
- i. Role model “TEAM Education” to help students excel.
- j. Evaluate educational opportunities and be better prepared to develop lessons that allow for alignment with ever evolving state standards.
- k. 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.
- l. Focus efforts and outcomes towards growth in the Professional Teaching Standards of: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.
- m. Create support and integration of goals and strategies in Certification and Interest Areas to include the following as outlined in each 2026 presenter’s expertise:
  - Classroom Management
  - Common Core 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
  - TEAM 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.’
- n. 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. Rigor = Relationships (trust) + Relevancy (expert in subject matter)**

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 and Relevancy must first be established.**

A Summer Institutes conference provides the formula above to create the same type of rigor for the teachers. For over 31 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 two critical components to create rigor; the first two R's of education, "Relationships and Relevancy". 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 session or conference.
  - 5) Information packets will be available from presenters. Handouts/Teaching tools are available on our website.
  - 6) **FINAL PRODUCT:** Students will turn in all assignments in our Summer Institutes CANVAS Learning System

*“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