

COURSE TITLE: ACADEMIC/PROFESSIONAL DEVELOPMENT WORKSHOPS 2019 #2 - NOT ACCEPTING REGISTRATIONS - SEE 2020 COURSE

WA CLOCK HRS: 30
OREGON PDUs: 30

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

INSTRUCTOR: Eric Low
ericlow11@hotmail.com

COURSE DESCRIPTION:

This course is open to teachers Nation Wide who will be attending ANY Academic Camp/Workshop of their choosing throughout the year. Some examples of these types of camps and/or workshops are Math Camp, Science Camp, Language Arts Camp, PLC Workshop, Instructional Workshop, TAH Workshop, Gilder- Lehrman Workshop, NEH Workshop, etc. There are many National as well as local Academic camps/workshops available to teachers that focus on a variety of aspects related to the development of their particular subject matter and/or discipline.

Often times these Academic Camps/Workshops have Professional Scholars lecturing on particular topics related to their discipline. Participants will have the opportunity to attend these lecture session and earn 3 continuing education quarter credits or 30 clock hours/PDUs for attending an Academic Camp/Workshop of their choice.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Have an understanding of academic philosophy and development.
2. Have an understanding of methods for developing motivation in today's student.
3. Have an understanding of methods of developing leadership in today's student.
4. Have reviewed a variety of philosophies on academic development, motivation, and instruction by outstanding scholars in America.
5. Be able to compare and contrast these different philosophies.
6. Be able to develop their own philosophies.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This

information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Choose one text from the following list.

- Johnson, LouAnne , Teaching Outside the Box: How to Grab Your Students by Their Brains
- Mackenzie, Robert J., Setting Limits in the Classroom, Revised: How to Move Beyond the Dance of Discipline in Today's Classroom
- Marzano, Robert J. Debra J. Pickering, and Jane E. Pollack, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement
- Mandler, Allen, Motivating Students Who Don't Care: Successful Techniques for Educators
- Nelson, Jane, Lynn Lott, and H. Stephen Glenn, Positive Discipline in the Classroom

None. All reading is online.

MATERIALS FEE

Text cost depends on the book you choose: * Johnson, LouAnne , Teaching Outside the Box: How to Grab Your Students by Their Brains * Mackenzie, Robert J., Setting Limits in the Classroom, Revised: How to Move Beyond the Dance of Discipline in Today's Classroom * Marzano, Robert J. Debra J. Pickering, and Jane E. Pollack, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement * Mandler, Allen, Motivating Students Who Don't Care: Successful Techniques for Educators * Nelson, Jane, Lynn Lott, and H. Stephen Glenn, Positive Discipline in the Classroom

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1: Goals & Motivation

- Contact instructor before or after registration at ericlow11@hotmail.com or 360.219.7986 in regard to the Academic Camp/Workshop that you will be attending.
- Write a 1-2 page description of your goals and motivation and email to the instructor.

Send to instructor: ericlow11@hotmail.com. Subject line to read 'Academic Camp #1'.

Assignment #2: Camp/Workshop Details

Provide the instructor with the specific details of the camp/workshop. Send 1-2 pages to the instructor.

Be sure to include the following details: location, dates and times of the camp/workshop, activities you chose and why.

Send to instructor: ericlow11@hotmail.com. Subject line to read 'Academic Camp #2'.

Assignment #3: Camp/Workshop Reflection

Attend the key sessions of the camp/workshop.

Write 1-2 page reflection on your experience. This may include what was new or surprising to you. Indicate ideas for implementing what you learned.

Send to instructor: ericlow11@hotmail.com. Subject line to read 'Academic Camp #3'.

Assignment #4: Camp/Workshop Commentary

Choose and read one (1) of the following books.

- Johnson, LouAnne , Teaching Outside the Box: How to Grab Your Students by Their Brains

- Mackenzie, Robert J., *Setting Limits in the Classroom, Revised: How to Move Beyond the Dance of Discipline in Today's Classroom*
- Marzano, Robert J. Debra J. Pickering, and Jane E. Pollack, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*
- Mandler, Allen, *Motivating Students Who Don't Care: Successful Techniques for Educators*
- Nelson, Jane, Lynn Lott, and H. Sephen Glenn, *Positive Discipline in the Classroom*

OR

- Another book of your own choosing, with the instructor's prior approval.

Write a 3-4 page commentary relating the material to what you learned at Academic Camp, already knew or another perspective valuable to your teaching.

Send to instructor: Ericlow11@hotmail.com. Subject line to read 'Academic Camp #4'.

Assignment #5: Camp/Workshop - 5 options

Complete two (2) of the five following options:

- A 2-3 page reflection on what was most valuable to your students at the camp.
- A brief summary of each session you attended and your plan for implementation.
- Instructional power point of 2-3 of the sessions involved.
- Lesson plans for the camp.
- Another choice of your own design, with instructor's prior approval.

Send to instructor: Ericlow11@hotmail.com. Subject line to read 'Academic Camp #5'.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #6: Lesson Plan

Assignment #6-A:

- Adapt a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library [here](http://www.hol.edu/lesson-plan-library). (www.hol.edu/lesson-plan-library)
- Download a copy of THI's Lesson Plan Template: <https://www.hol.edu/about/lesson-template/>
- Send your modified lesson and your commentary via email to your instructor.

Send to instructor: Ericlow11@hotmail.com. Subject line to read 'Academic Camp #6-A'.

OR

Assignment #6-B:

Use this option if you do not have a classroom available.

- Adapt a lesson to reflect what you've learned in this course. (Do not implement it.)
- Share what you've learned with other teachers taking our courses by contributing your Lesson to The Heritage Institute Lesson Library [here](http://www.hol.edu/lesson-plan-library). (www.hol.edu/lesson-plan-library)
- Download a copy of THI's Lesson Plan Template: <https://www.hol.edu/about/lesson-template/>
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](http://www.hol.edu/blog) (www.hol.edu/blog) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to [Yvonne Hall](mailto:yvonne@hol.edu), yvonne@hol.edu, THI blog curator and

media specialist.

- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your modified lesson and your article along with your article via email to your instructor.

Send to instructor: Ericlow11@hotmail.com. Subject line to read 'Academic Camp #6-B'.

Assignment #7: PowerPoint Presentation.

Design a 10-minute PowerPoint presentation describing what you have learned from this course that you could present to your coaching staff, athletic director, parents, or at a sports camp.

Send to instructor: Ericlow11@hotmail.com. Subject line to read 'Academic Camp #7'.

Assignment #8: (500 Level ONLY)

Option A)

Interview three (3) other teachers and summarize their perspective on philosophy, motivation, and leadership through this subject for developing today's student. Then reflect on your findings from the work in this class versus that of the teachers you have interviewed in 2-3 pages.

Send to instructor: Ericlow11@hotmail.com. Subject line to read 'Academic Camp #8-A'.

OR

Option B)

Develop an alternative assignment with the instructor's prior approval.

Send to instructor: Ericlow11@hotmail.com. Subject line to read 'Academic Camp #8-B'.

C. INTEGRATION PAPER

Assignment #9: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Eric Low, M.A. has been a teacher and coach in the state of Washington since 1992. He has lived, taught, and studied in Southwest Washington since 1995. Eric has a Master's degree in history from Eastern Washington University with an emphasis in America's West and has been an active researcher of Washington State history for 20+ years. Eric currently teaches history at Winlock High School and serves as a Lead Teacher for ESD 112s "Constitutional Connections" American History grant, a 3 year program that has worked to utilize and develop Social Studies Common Core and CBAs in the classroom.

BIBLIOGRAPHY

ACADEMIC/PROFESSIONAL DEVELOPMENT WORKSHOPS 2019 #2 - NOT ACCEPTING REGISTRATIONS - SEE 2020 COURSE

Johnson, LouAnne, Teaching Outside the Box: How to Grab Your Students by Their Brains, 1st edition, Jossey-Bass, 2005, paperback, 352 pages, ISBN: 978-078797471418

From seating plans to Shakespeare, Teaching Outside the Box offers practical strategies that will help both new teachers and seasoned veterans create dynamic classroom environments where students enjoy learning and teachers enjoy teaching.

Mackenzie, Robert J., Setting Limits in the Classroom, Revised: How to Move Beyond the Dance of Discipline in Today's Classroom,

2nd edition, Three Rivers Press, 2003, paperback, 368 pages, ISBN: 978-0761516750

The theoretical bases of this book are partly tough love (say what you mean, mean what you say, and do not say it meanly), natural consequences (if a child makes an error, let them experience the natural consequences), and logical consequences (to defuse power struggles). The heart of the book is setting limits with kids and shortening down the time from discussion to action (from warning to consequence).

Marzano, Robert J. Debra J. Pickering, and Jane E. Pollack, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 1st Edition, Prentice-Hall, 2004, paperback, 192 pages, ISBN 978-0131195035 This brief book presents research on the best strategies for raising student achievement through classroom instruction. Readers will find a wealth of research evidence, statistical data, and case studies.

Mendler, Allen, Motivating Students Who Don't Care: Successful Techniques for Educators, 1st edition, Solution Tree, 2009, paperback, 80 pages, ISBN: 978-1935249672

With proven strategies from the classroom, this resource identifies five effective processes the reader can use to reawaken motivation in students who aren't prepared, don't care, and won't work.

Nelson, Jane, Lynn Lott, and H. Stephen Glenn, Positive Discipline in the Classroom, Revised 3rd Edition: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom, 3rd edition, Three Rivers Press, 2000, paperback, 272 pages, ISBN: 978-0761524212

The components of Positive Discipline provide beginning teachers (and veterans) with a framework for creating caring environments in which children share in the problem-solving and decision-making processes.

ONLINE WEB RESOURCES

<http://teams.lacoe.edu/documentation/projects/>. A variety of K-12 cross-curricular projects that link students to other parts of the country and the world

<http://archives.math.utk.edu/k12> - For teachers grades K – 12. Different links to different mathematical sites. Lesson plans and links to lesson plans on many different topics can be found here. It's nice if you are searching for a specific topic.

<http://www.thegateway.org/> The Gateway. Search the Dept. Of Education's data base of online resources and lesson plans. One of the best places to start any search.