

COURSE TITLE: SUCCESSFUL STUDENTS & HAPPY TEACHERS (This course is now closed)
WA CLOCK HRS: 30
OREGON PDUs: 30

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

INSTRUCTOR: Eva Varga
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COURSE DESCRIPTION:
(This course is now closed. We are no longer accepting registrations for this course.)

Teaching can be difficult but is a joy when we as teachers see our hard work paying off in terms of student effort and achievement. In this course for teachers K-12, participants will view six zoom presentations designed to improve student engagement and outcomes. Topics covered in the zoom presentations and additional assignments include:

- Cognitive learning strategies.
- Culturally responsive teaching.
- Student self-respect.
- Reversing underachievement.
- Connecting with hard-to-reach youth.

Teachers will learn how to maintain balance throughout the process of helping their students to be more successful. All reading is online.

IMPORTANT NOTE:

This course includes six (6) hours of Zoom presentations.
Dates and times are: Monday, June 28th – Wednesday, June 30th, 2021

- Each day there will be two 1 hour presentations.
- 1st presentation starts at 9:00 a.m. – 10:00 a.m.
- (A 15-minute break)
- 2nd presentation starts at 10:15 a.m. – 11:15 a.m.

TOPICS COVERED ARE:

- Building A Toolbox of Cognitive Learning Strategies. By Patricia Dickenson.
- Culturally Responsive Teaching: Understanding Diverse Kids. By Chrysanthius Lathan.
- The Well-Balanced Teacher. By Suzanne Warner.
- Helping Kids Stand Up for Themselves. By Charity Staudenraus.
- Reversing Underachievement Class. By Michael Sedler.
- Connecting with Hard To Reach Students. By John Creger

This Zoom course will support educators K-12 in both in-person and remote teaching of their students.

NOTE: Students missing a live presentation may view the recorded version on this Padlet. Recorded and PowerPoint presentations will be made available within 24 hours of the Zoom session.

DOWNLOAD this important [document](#) on Zoom links, schedules, presenters, descriptions, participation, and bios.

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

- Learned what the impact of exercise, nutrition, and sleep, have on teacher wellness.
- Reflected on the assumptions and insights made on cultural relativity.
- Learned how to apply strategies and reflect on a culturally responsive approach.
- Investigated the root causes of underachievement and share strategies that increase student success.
- Learned strategies on connecting with hard-to-reach students.

- Learned how to foster self-esteem in yourself and your students.
- Learned techniques which are most effective for students who underachieve.

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%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents 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

All required readings will be online.

None. All reading is online.

MATERIALS FEE

None

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a **course forum** will show responses from all educators active in the course. Feel free to read and respond to others comments.

Assignment #1: Introduce Yourself & Review Important Information.

Welcome to Successful Students & Happy Teachers Zoom video course.

- Please [download](#) and read the instructions for participating in the live session.
- Be sure to keep handy a copy of the [session schedule](#) which shows dates, start times, and login information for each session. You will be notified of any changes to this schedule.

- Please view the [presenters' bios](#).

Introduce yourself in 200+ words.

- Describe your current professional situation.
- What brings you the most joy in your work?
- What struggles have you experienced in the classroom?
- How did you choose this class, and what outcomes do you hope to achieve?

Post your response.

Assignment #2: Attend or Review Patricia Dickenson & Chrysanthius Lathan's Presentations

Attend or review both Zoom Presentations:

1. Building A Toolbox Of Cognitive Learning Strategies by Patricia Dickenson
Please download this [PDF](#) on the 6 R's for Remembering before this session begins. You will be discussing these 6 items during the breakout session.
2. Culturally Responsive Teaching - Understanding Diverse Backgrounds by Chrysanthius Lathan.

Read this article:

- Using Metacognition to Reframe our Thinking about Learning Styles <https://www.facultyfocus.com/author/steinerfoote608/>

Watch these Videos:

- Good Thinking! — That's so Meta(cognitive)!
<https://www.youtube.com/watch?v=f-4N7OxSMok>
- Metacognition: The Skill That Promotes Advanced Learning
<https://www.youtube.com/watch?v=eIZFL4FLVLE>
- Think About Thinking - It's Metacognition!
https://www.youtube.com/watch?v=P_b44JaBQ-Q

After attending or reviewing Patricia Dickenson's presentation on metacognition, along with reading the above article and watching the videos, write a 400-500 word paper, answering the following questions:

- What are you currently doing in your educational setting that recognizes how cognition impacts learning?
- What cognitive strategies are you likely to apply in your teaching practice?
- What digital tools would you consider to encourage cognition in your work with learners?
- How might your approach to assessment change after learning about the importance of cognition?

AND

After reviewing Chrysanthius Lathan's Zoom presentation, Culturally Responsive Teaching - Understanding Diverse Backgrounds, briefly describe in a short paragraph or two what new information you gained.

Post your response and [rate](#) these sessions. Your feedback is very important to us.

NOTE: IF YOU DID NOT ATTEND THESE LIVE SESSIONS:

PowerPoint slide presentation and Zoom recording will be available within 24 hours of the Zoom meeting on this [Padlet](#).

Assignment #3: Attend or Review Suzanne Warner & Charity Staudenraus' Presentations

Attend or review both Zoom Presentations:

1. The Well-Balanced Teacher: Stay Sane In & Out Of The Classroom by Suzanne Warner.
2. "Helping Kids Stand Up For Themselves" by Charity Staudenraus.

Read these articles:

- Psychology Today's: 5 Ways to Find Balance in Your Life
<https://www.psychologytoday.com/us/blog/the-couch/201409/5-ways-find-balance-in-your-life>

- Prevention's: 25 Easy Ways To Fit in 10 Minutes of Exercise
<https://www.prevention.com/fitness/fitness-tips/a20468023/fitness-25-fast-and-easy-ways-to-fit-in-10-minutes-of-exercise/>
- Harvard University's: The Nutrition Source – Provided by the School of Public Health at Harvard University, this website offers a plethora of nutrition education, recipes, disease prevention, and more.
<https://www.hsph.harvard.edu/nutritionsource/>

Watch the Video:

- Christine Carter's TED Talk: The 1-minute secret to forming a new habit.
https://www.ted.com/talks/christine_carter_the_1_minute_secret_to_forming_a_new_habit

After attending or reviewing Suzanne Warner's presentation on The Well-Balanced Teacher, along with reading the above articles and watching the video, write a 400-500 word paper, answering the following questions:

- Consider our basic needs (food, hydration, exercise, sleep, spirit) – in which area(s) do you do well, and which area is a challenge?
- How is your relationship with your colleagues and administration? What are some ways you can build those relationships?
- What are some ways that you integrate fun in your classroom? How do students respond during those times?
- What is a one non-negotiable for you?
- What are one or two ways that you can create a more balanced life?

AND

After reviewing Charity Staudenraus' Zoom presentation, "Helping Kids Stand Up For Themselves", briefly describe in a short paragraph or two what new information you gained from this session.

Post your response and [rate](#) these sessions. Your feedback is very important to us.

NOTE: IF YOU DID NOT ATTEND THESE LIVE SESSIONS:

PowerPoint slide presentation and Zoom recording will be available within 24 hours of the Zoom meeting on this [Padlet](#).

Assignment #4: Attend or Review Michael Sedler & John Creger's Presentations

Before attending Michael Sedler's presentation on Reversing Underachievement, please download and print a copy of his [handout](#). [See attached](#). Also, please download and print a copy of John Creger's [handout](#) before the session begins. You will be discussing "How Unengaged Goods Are Manifested in the Classroom" during the breakout session.

Attend or review both Zoom Presentations:

1. Reversing Underachievement by Michael Sedler.
2. Connecting With Hard To Reach Students by John Creger.

Read these articles:

- Article: A Powerful Strategy For Fostering Student Motivation.
<https://www.edutopia.org/article/powerful-strategy-fostering-student-motivation>
- Article: Student Motivations and Attitudes.
<https://serc.carleton.edu/NAGTWorkshops/affective/motivation.html>

Watch these Videos:

- Christopher Emdin "Teach Teachers How To Create Magic"
https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic/discussion
- Rita Pearson "Every Kid Needs A Champion"
<https://www.youtube.com/watch?v=SFnMTHhKdkw>

After attending or reviewing Michael Sedler's presentation on Reversing Underachievement Class, along with reading the above articles and watching the videos, write a 400-500 word paper, answering the following questions:

- What are the areas of underachievement you see within your setting?
- Make a list of the 'traps' that educators fall into when working with underachievers. What ideas can we use to avoid them?
- What are the barriers to reaching our underachieving population of students?

- What strategies you may use to assist students in moving from underachievement to achievement.

AND

Before attending John Creger's Zoom presentation, Connecting With Hard To Reach Students, please download this [PDF on Unengaged Goods](#). You will need this for the breakout session questions. After the Zoom presentation, briefly describe in a short paragraph or two what new information you gained.

Post your response and [rate](#) these sessions. Your feedback is very important to us.

NOTE: IF YOU DID NOT ATTEND THESE LIVE SESSIONS:

PowerPoint slide presentation and Zoom recording will be available within 24 hours of the Zoom meeting on this [Padlet](#).

Assignment #5: Cultural Competency, Diversity, Equity & Inclusion (CCDEI)

Cultural competency plays an important role in shaping our children's future, and it's important to understand the core differences between diversity, equity, and inclusion.

Watch this video:

How Schools Can Improve Diversity, Equity, and Inclusion Practices.

<https://www.youtube.com/watch?v=hpnr-jV23fo>

Read this article:

Cultivating Diversity, Equity, and Inclusion in Education Environments

<https://resilienteducator.com/collections/cultivating-diversity-inclusion-equity/>

Write a 3-4 page paper define the terms of Cultural Competency, Diversity, Equity & Inclusion (CCDEI). Also, discuss how you presently implement these elements into your classroom, or how you plan to use them as part of your classroom's instruction.

Post your response.

Assignment #6: Student Heal Through Play

The pandemic has wreaked havoc on our student's mental health, social and emotional wellbeing, and sense of belonging. Research has shown that our students have increased anxiety, depression, irritability, stress, and loneliness in the past year. Students need opportunities and outlets to help overcome their sense of loss and grief, and play promotes healing.

Create an annotated bibliography consisting of at least five (5) Zoom games and five (5) classroom games (while still using social distancing mandates) that your students can interact with their peers. Your bibliography may consist of websites, online videos, articles, and/or books that you could use to enhance your students' sense of joy and connectedness.

Post your response

Assignment #7: Grace & Gratitude

The impact of the pandemic has left our teachers and students stressed, isolated, and often alone. An act of grace, meaning kindness, courtesy, or clemency, is one way for teachers and students to regain their sense of well-being and connectedness. Also, when you demonstrate an attitude of gratitude toward your students, administrators, family, friends, and most importantly, yourself as a person and teacher, the benefits tenfold in the feeling of being supported, belonging, and appreciated.

Read these articles:

- 5 Simple Ways Teachers Can Show Themselves Grace
<https://funfreshideas.com/5-simple-ways-teachers-can-show-themselves-grace/>
- The Lesson for Grace in Teaching
<http://mathyawp.blogspot.com/2013/01/the-lesson-of-grace-in-teaching.html>

Maintaining a sense of pride and dignity is paramount to a sense of wellbeing for teachers and students. Write a 2-3 page paper describing a situation where you showed grace toward a student, colleague, or friend. How did that relationship progress after that? Or, how did a colleague, friend, or stranger demonstrate an act of grace toward you? Or how do you, or how would you illustrate, teach, or encourage grace and gratitude in your classroom?

Post your response

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 do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators active in the course. Feel free to read and respond to others comments.

Assignment #8: Choose A Topic

Choose one of the Zoom topics presented in this course, and develop a one-page listing of resources. (Use different resources than the ones listed in this syllabus and from the resource pages.) This listing needs to detail a minimum of 10 different resources in the subject of choice. Along with a minimum of a 1-2 paragraph summary of each resource and how to access it. Choices may include books, magazines, journals, videos, and internet sites.

Post your response

Assignment #9: Learning Loss

School districts across the country are grappling with the impacts of the COVID-19 pandemic, and learning loss has become a critical priority for many districts.

Read these articles:

- More Students are back in classrooms. Their progress shows how learning loss can be overcome.
<https://sanantonioreport.org/southside-teachers-staar-exam/>
- Strategies to Help Mitigate Learning Loss.
<https://ies.ed.gov/ncee/edlabs/regions/central/blog/mitigating-learning-loss.asp>
- The Real Solution to Learning Loss: Valuing Teachers and the Teaching Profession
<https://www.edsurge.com/news/2021-04-27-the-real-solution-to-learning-loss-valuing-teachers-and-the-teaching-profession>

Some articles have alluded to the fact that it could take up to three to five years before students catch up with their learning loss due to the pandemic. In a 2-3 page paper, describe some of the challenges you are dealing with in student learning loss and what resources are available that support you and your students? Also, discuss your school district's policy on mitigating learning loss.

Post your response

Assignment #10: Lesson Plan

Please complete one of the following options:

Option A)

- Adapt/create an activity or lesson reflecting what you've learned in this course. Include descriptions, links to, or screenshots of any distance learning apps involved.
- Implement your lesson with students in your classroom.
- Write a 400-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the lesson tab below.
- Share what you've learned with other teachers taking our courses by checking the [lesson library](#) box when you submit your lesson.

OR

Option B)

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

- Adapt/create a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write an article of at least 500 words concerning any noteworthy success you've had as a teacher with one or more students in the subject area or instructional goals of the lesson adapted or created on how this experience has influenced the development

of the lesson.

- Please refer to the guidelines for our blog [What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Yvonne Hall (Yvonne@hol.edu) THI blog curator.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via the Response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the lesson library box.

Post your response.

Assignment #11: (500 Level ONLY)

Complete **two (2)** of the following options:

Option A)

A teacher who demonstrates leadership qualities is typically inspiring, motivating, respectful, a risk-taker, and gives students a sense of being safe, heard, and respected. Create a list of teacher/leadership qualities, interview 2-3 teachers in your school or district that display those qualities, and find out from them how they developed and cultivated those qualities. Summarize your findings in a 3-4 page paper.

AND/OR

Option B)

Using what you've learned from one of the presentations from this course, develop a 20-minute PowerPoint teacher training you could present to your colleagues. Include a resource page and a list of questions. The PowerPoint should contain a minimum of 6 slides.

AND/OR

Option C)

Teacher burnout is one of the main reasons teachers leave the profession. Most educators would agree that they entered their profession with a desire to help students learn and achieve. Write a 3-4 page paper describing what inspired you to become a teacher? How you maintain a sense of commitment, passion, and optimism during this period of change? What inspires you most in this profession? What are some of the challenges you face in your current teaching environment and do the pros outweigh the cons? And, finally, what steps do you take to prevent teacher burnout?

AND/OR

Option D)

Another assignment of your own design with prior approval of the instructor. This assignment will focus on application of the principal concepts, strategies, and resources of this course to the participant's classroom or other educational settings.

Post your response.

C. INTEGRATION PAPER

Assignment #12: (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)

Write a 350-500 word Integration Paper answering these 5 questions:

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?

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:

Eva Varga, M.A., born and raised in Oregon, has a deep respect for history and nature. As an undergraduate, she pursued a dual degree in General Science and International Studies. During this time, she spent a summer abroad in San Miguel de Allende, Mexico. Thereafter, she began graduate work at Oregon State University in Elementary Education, earning a Master of Arts in Teaching degree. She taught for six years in the public schools (four as an elementary science specialist and two as a fifth grade classroom teacher) and

has received numerous awards and grant honors for the development and integration of non-native species curriculum. In 2002, she was selected as an Oregon state finalist for the Presidential Award of Excellence for Math and Science Teaching. She has also volunteered with an Earthwatch team studying parasitism of rainforest caterpillars in Ecuador. She teaches online science courses for youth on Outschool as well as English to children in Asia with VIPKid. She homeschooled her two children - the oldest is now at the university while her youngest is yet in high school. In fall 2020, Eva will be returning to the classroom full time as the English Language Development specialist for her local school district.

BIBLIOGRAPHY

SUCCESSFUL STUDENTS & HAPPY TEACHERS (This course is now closed)

BOOKS:

- Bethune, Adrian, and Kell, Emma. *A Little Guide for Teachers: Teacher Wellbeing and Self-Care*. 2020. Sage Publications Ltd. Thousand Oaks, CA.
- Fisher, Douglas, & Frey, Nancy. *Student Learning Communities: A Springboard for Academic and Social-Emotional Development*. 2020. ASCD, Alexandria, VA.
- Pate, Alex. *The Innocent Classroom: Dismantling Racial Bias to Support Students of Color*. 2020. ASCD, Alexandria, VA.
- Skeen, Michelle, and Skeen, Kelly. *Just As You Are: A Teen's Guide to Self-Acceptance and Lasting Self-Esteem*. 2018. Rainbow Books. Canada.
- Stobaugh, Rebecca. *Fifty Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom (50 Teaching Strategies to Support Cognitive Development)*. 2019. Solution Tree Press, Bloomington, IN.
- Walsh-McCaffrey. *Overcoming Underachievement: A Personal Journey to Build Confidence and Discover Purpose*. 2019. Self-published. ISBN: 9781794325630.

ARTICLES:

- A Powerful Strategy For Fostering Student Motivation.
<https://www.edutopia.org/article/powerful-strategy-fostering-student-motivation>
- Article: Student Motivations and Attitudes. <https://serc.carleton.edu/NAGTWorkshops/affective/motivation.html>
- Blog: What To Do With Underachieving Students.
<https://www.bookwidgets.com/blog/2019/06/what-to-do-with-underachieving-students-a-quick-teacher-guide>
- Using Metacognition to Reframe our Thinking about Learning Styles
<https://www.facultyfocus.com/articles/teaching-and-learning/using-metacognition-reframe-thinking-learning-styles/>

VIDEOS:

- Christopher Emdin, "Teach Teachers How To Create Magic"
https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic/discussion
- Rita Pearson, "Every Kid Needs A Champion"
<https://www.youtube.com/watch?v=SFnMTHhKdkw>
- "Be a Mr. Jensen"
https://www.youtube.com/watch?v=4p5286T_kn0
- Christine Carter's TED Talk: The 1-minute secret to forming a new habit
https://www.ted.com/talks/christine_carter_the_1_minute_secret_to_forming_a_new_habit
- Psychology Today's: 5 Ways to Find Balance in Your Life
<https://www.psychologytoday.com/us/blog/the-couch/201409/5-ways-find-balance-in-your-life>
- Harvard University's: The Nutrition Source – Provided by the School of Public Health at Harvard University, this website offers a plethora of nutrition education, recipes, disease prevention, and more. <https://www.hsph.harvard.edu/nutritionsource/>
- 2020 Innocent Classroom Conference (@22 min: start @5:20 to 27:30; Q&A follows)
- Good Thinking! — That's so Meta(cognitive)!
<https://www.youtube.com/watch?v=f-4N7OxSMok>
- Metacognition: The Skill That Promotes Advanced Learning
<https://www.youtube.com/watch?v=eIZFL4FLVLE>
- Think About Thinking - It's Metacognition!
https://www.youtube.com/watch?v=P_b44JaBQ-Q