

**COURSE TITLE:** Academic/Professional Development Workshops 2025 #2

**WA CLOCK HRS:** 30

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

**OREGON PDUs:** 30

**PENNSYLVANIA ACT 48:** 30

**INSTRUCTOR:** Eric Low  
ericlow11@hotmail.com

**COURSE DESCRIPTION:**

Are you planning to attend at least one Academic Camp or Professional Development Workshop this year? This course is for you. It's open to teachers nationwide attending ANY Academic Camp or Professional Development Workshop related to your professional assignment. You can attend these sessions and earn three (3) Continuing Education Quarter Credits or 30 Washington Clock Hours or Oregon PDUs. Attending more than one event during the year? Then, contact the instructor.

This course is open to teachers nationwide 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 Camps, Language Arts Camps, PLC Workshops, Instructional Workshops, TAH Workshops, Gilder- Lehrman Workshops, NEH Workshops, etc. There are many national and local Academic camps/workshops available to teachers that focus on various aspects related to the development of their particular subject matter and/or discipline.

Often, these Academic Camps/Workshops have Professional Scholars lecturing on particular topics related to their discipline. Participants will have the opportunity to attend these lecture sessions and earn three (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:

- Have an understanding of academic philosophy and development.
- Have an understanding of methods for developing motivation in today's student.
- Have an understanding of methods of developing leadership in today's student.
- Have reviewed a variety of philosophies on academic development, motivation, and instruction by outstanding scholars in America.
- Be able to compare and contrast these different philosophies.
- 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), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

**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 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**

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
- Mender, Allen. Motivating Students Who Don't Care: Successful Techniques for Educators
- Nelson, Jane, Lynn Lott, and H. Stephen Glenn. Positive Discipline in the Classroom

Or another book you select.

None. All reading is online.

### **MATERIALS FEE**

Text cost varies based on book selection.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **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.

### **C. INTEGRATION PAPER**

Assignment #1: (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:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

#### **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 2025 #2**

- Johnson, LouAnne , Teaching Outside the Box: How to Grab Your Students by Their Brains, 1st edition, 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.
- Mandler, 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/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 database of online resources and lesson plans. One of the best places to start any search.