Summer Learning Strategies:
Combatting the Summer Slide
15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Summer Learning Strategies: Combatting the Summer Slide

Course Description

The summer slide is all too real. One study showed that middle school students may lose as much as 36 percent of their learning gains in reading over the summer and 50 percent of their school-year gains in math! Although teachers have the best intentions to create great ways for their students to learn over the summer, they are often overwhelmed by the end of the school year and don’t have time to put together resources to combat the summer slide.

This course offers tools that teachers can quickly and easily implement so that their summer learning suggestions are ready to go long before the end of the year nears. During the course, you’ll learn how to increase motivation through student choice and get parents involved so they can support student learning even in the midst of summer travel and vacation plans. You’ll also see how you can set up e-mail templates so you can stay in touch with students and parents without having to compose e-mails over the summer.

By the end of this course, you’ll have a plan and the resources you need to help your students be active learners over the summer and guard against the summer slide.

Connections to Practice

This course provides the following classroom connections:

- Student choice in learning
- Learning opportunities while traveling or vacationing
- Language arts, math, science, and social studies resources to offer to their students
- E-mail templates and how to set up communication with students and parents for the summer, without having to do it during the summer
- Involving parents in the encouragement of summer learning

Course Outcomes

In this course, participants will:

- Communicate why summer learning is important in order to avoid summer slide.
- Construct learning activities that meet the needs of your unique student population.
- Incorporate the use of student choice when creating lessons for summer learning.
- Propose ideas to students and parents in order to take advantage of learning opportunities while traveling or vacationing over the summer.
- Develop a plan for how to utilize the resources in this course to offer summer learning to your students.
Charlotte Danielson Framework for Teaching Alignment

Please select the applicable standards from the below for course.

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students
1d Demonstrating Knowledge of Resources

Domain 3: Instruction
3a Communicating With Students
3c Engaging Students in Learning
3e Demonstrating Flexibility and Responsiveness

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
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*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

**Assessments**

**Self-Reflection and Goal Setting**

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

**Concept Practice**

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

**Discussions**

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

**Final Project**

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.
The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
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<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
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**Course Outline**

**Module 1**

Educators worry that the students they have had will lose skills over the summer, and they worry that the students they are getting in the fall will not have the skills they need to get started for the school year. With this lesson, and a little bit of planning, you will be able to positively impact student summer learning, thus kickstarting their learning in the fall.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Communicate why summer learning is important in order to avoid summer slide.
- Construct learning activities that meet the needs of your unique student population.
- Incorporate the use of student choice when creating lessons for summer learning.
- Propose ideas for students to learn while traveling or vacationing throughout the summer.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 1, and complete the:
• **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.

• **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.

• **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

Students don’t just experience summer slide from one or two subjects, but from all of them, and this phenomenon does not only pertain to certain age groups, but all students. In this section you will be given resources to pull from to customize the learning opportunities that will best fit the needs of your students' ages and subject areas you work with them on throughout the year.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

• Compile resources that you can share with your students to promote brain gain.

• Devise a list of sites that could be offered to students to explore virtual tours in preparation for what they will learn about the following year.

• Develop a plan for how you will communicate with students and parents.

• Create the communication pieces that you will send out to students and parents to guide summer learning.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 3, and complete the:

• **Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 3 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

• **Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

• **Course Evaluation Survey**
Technology Requirements

Please review the System Requirements for Moodle.

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s new collegiate dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.
References


Graham, J. (2018, June 29). 6 websites to keep kids sharp over the summer.


Lake Mary Preparatory School. (2018, June 1). 7 ways to keep your kid’s mind sharp over the summer.


Rivas, K. (2016, October 18). 100 incredible & educational virtual tours you don’t want to miss.

Scholastica Travel. (2012, September 5). Virtual tour of 15 historic places: Explore before your class field trip.


Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes over 280 graduate-level, self-paced courses in 20 different subject areas covering both foundational topics and emerging trends in K-12 education.

Get help with...

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<td>STEM &amp; Technology</td>
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<td>Teacher Training &amp; Retention</td>
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Train your staff in as little as eight hours or delve deeper into complex topics in our longer courses. Get PD tailored to your school’s unique needs with our customizable content and flexible solutions. Replace in-person PD days with 100% online, self-paced training teachers can complete virtually.

Increase buy-in and morale by providing teacher choice while maintaining school/district oversight and strategic alignment. Offer higher education rigor and quality designed to give your teachers targeted, relevant training they can apply immediately.