GEAR UP Weekly Widgets 5/4/15

*Want to teach dual enrollment classes in your high school but need graduate or undergraduate courses to get qualified?*

*We want to help!*

The Montana University System has compiled opportunities for educators looking for graduate and undergraduate credits for teaching dual enrollment in their high school (CTE and Gen. Ed.). We’ve got in and out-of-state programs, face-to-face, online, and hybrid. We add them as we find them.

- Find the latest summer offerings here [http://mus.edu/DualCredit/ProfessionalDevelopment.asp](http://mus.edu/DualCredit/ProfessionalDevelopment.asp)
- Find them by Montana college here: [http://mus.edu/DualCredit/Programs.asp](http://mus.edu/DualCredit/Programs.asp)

Don’t see what you’re looking for?

- **Tell us what you want!**
- This short, [three question survey](https://umt.co1.qualtrics.com/jfe/form/SV_9te47kick8Yfnnv) will tell us what courses teachers need most, and in what format, to meet the eligibility requirements for teaching dual enrollment in their high schools, which helps us work with colleges to create content you want/need!
- [https://umt.co1.qualtrics.com/jfe/form/SV_9te47kick8Yfnnv](https://umt.co1.qualtrics.com/jfe/form/SV_9te47kick8Yfnnv)

Learn more about [dual enrollment through the MUS colleges](http://mus.edu/DualCredit/Programs.asp) or the [education requirements](http://mus.edu/DualCredit/Programs.asp) for teaching college in your high school.

If you have any questions contact Amy Williams!

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Billings Summer Institute

*The Montana Writing Project has four slots available that are reserved for Gear Up teachers. After other registrations are complete MWP may end up with additional Gear Up spots.

Billings Career Center
June 8-26

Click here for the Billings SI Calendar

The MWP Summer Institute is a writing- and teaching-intensive, three-week program. MWP institutes blend place-based education, best literacy practices and Indian Education for All in equal measure. Throughout the Summer Institute, participants have hands-on experience in writing across the curriculum and with the computer as a tool for writing and teaching writing. Throughout the academic year, MWP Teacher-Consultants conduct in-service activities that promote and improve the teaching of writing in their schools and districts. MWP invites teachers of all content areas, K-16, to participate in the Summer Institute in the spirit of the Common Core State Standards. We are all teachers of writing.

For more information, contact us at mwp.eastern@gmail.com. Click here to apply to the Billings Senior summer institute.

Seven graduate credits are available from The University of Montana.

Cost:

- Program Fee - This institute program is free of charge for teachers in the Billings Public School system and for teachers from Montana's Gear Up schools.
- Credit Registration Fee - $135 for seven graduate credits from The University of Montana

Leadership:
Marcia Beaumont, Co-Director - Lewis & Clark Middle School, Billings
Wendy Tyree, Co-Director - Billings Skyview High School, Billings
Casey Olsen, Co-Director - Columbus High School, Columbus
Kate McPherson, Co-Director - Billings Senior High School, Billings
Jacie Jeffers, Assistant Co-Director - Billings Senior High School

*Increasing Student Voice in Local Schools and Districts, by Mark Phillips*

The most frequent cliché I hear regarding educational policy is, "We're doing this for the good of the students." We undoubtedly mean that, but the fact that students are not included in district-wide and school-wide decision making essentially excludes them from expressing what they perceive as "for the good of the students."

It should be conventional wisdom that including students directly and empowering them to help shape high school and district policy would be educationally beneficial for both schools and students.

The Value of Including Students
The reasons for student inclusion are multiple:

1. It teaches democracy by giving students the experience of practicing the complexity of political decision-making in a democracy. Traditionally, our high schools have conceived of democracy as something taught in social studies classes, not as something to be practiced. Additionally, while most high schools include "developing responsible citizens" as part of their mission statements, few make any mention of democratic principles or the teaching of democracy. This is apparently not a high priority. Student governments are commonly viewed as social planning committees to run student events, nothing more. Students go through most of high school without ever directly experiencing participatory democracy.

2. It helps develop student leadership. The only way to learn how to be a leader is by acting in a leadership role.

3. There is considerable evidence that student achievement and engagement in a school can be increased if students feel that they have a real voice. Federal Hocking High School, which I describe below, is an example of this. As student involvement in school governance increased, the number of college-bound students grew from 20 percent to 70 percent! By giving students more responsibility and demonstrating confidence in their ability to be effective, we motivate them to develop even more.
4. It can significantly improve a district and/or school's quality of decision making because of the quality of student input, and because students offer a perspective that is otherwise lost from that process. We each know some teens whose insight and wisdom make them capable of thoughtful, perceptive, well-measured decision making. Our efforts to educate would benefit from including the voices of these students.

To read the full article go to:
http://www.edutopia.org/blog/increasing-student-voice-schools-districts-mark-phillips