



EDCU 9998: Demonstration Teacher Extension

Transcript Title: Demonstration Tchr Extension

Details

- **Prerequisite:** Current Certified Demonstration Teacher
- **Credit:** 3 Semester graduate-level professional development credit (4.5 quarter credits) through Brandman University. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** \$360
- **Due Date:** Registration, payment, and assignment due by: May 31, 2020

Registration and payment

1. Fill out registration form
2. Pay with either a check or by requesting an email invoice for credit card payment

Course Description:

Upon successful completion of the Demonstration Teacher Certification process, teachers who wish to sustain a high level of implementation can push themselves even further by continuing to implement and reflect on the skills they use to maintain productive and safe classrooms.

Learning Outcomes:

1. Apply catalyst strategies within their everyday practice and describe the effects
2. Continue to increase one's range and flexibility
3. Reflect on the impact teacher behaviors have on student behaviors

Assignment Description

Part 1–In 1-2 pages, reflect on Demonstration process

- When reflecting on the demonstration teacher process, what were the biggest challenges you faced throughout the process?
- What has been the biggest change in your teaching practice since becoming a Demonstration Teacher?
- Which of the specialty skills that you learned during the demonstration process do you use most often and what has been the impact on your teaching?

Part 2–Foundational Skills Implementation – The 7 Gems

Closely observe your implementation of the 7 gems for one week. In 1 page describe:

- Which of the gems do you have at the habit level?
- Which of the gems do you find you implement less during times of stress?

Part 3–Specialty Skills

Choose 5 new specialty skills from the attached list. These can be skills you have did not originally choose during the Demonstration process, or skills you have lost from your practice. Implement each skill consistently for at least one week.

For each skill write 1 page explaining:

- Why did you choose this skill?

*While continuing education clock hours are available to all interested participants, there is no graduate credit available for simply participating in the face-to-face workshop

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- What were the challenges during implementation?
- What was the impact of the strategy within your class?

Part 4—Foundational Skills Connection

For each specialty skill, in about one paragraph, describe the importance of corresponding foundational skills. For example, in order for Ride the Wave to be successful, teacher must already have habit of using Above Pause Whisper. Include how one or more foundational skill supports each specialty skill you implemented.

Assignment Submission

Complete and submit assignment to nathan@jackibrickman.com by the due date

Grading and Transcript

For a letter grade of an A, writing should address all prompts and meet the length requirement.

Any assignments that are not high enough quality (depth of writing, etc) will be returned to the student for revising.

For an official transcript, visit: www.brandman.edu/transcript

Bibliography

Brickman, J. & Burns, N. (2016, May/June). *The Demonstration Teacher Certification Binder* [PDF]. St. Anthony, MN: Jacki Brickman, Inc..

Harnum, J. (2013). *The Practice of practice: How to boost your music skills*. Sol Ut Press: Chicago.

Grinder, M. (2015) *A Cat in the Doghouse: Establishing Relationships with the Hard to Reach*. Battle Ground, WA: MGA & Associates.

Grinder, M. (2000) *A Healthy Classroom: Educational Group Dynamics*. Battle Ground, WA: MGA & Associates.

Grinder, M. (1993) *ENVoY: Your Personal Guide to Classroom Management*. Battle Ground, WA: MGA & Associates.