



EDCU 9947: Strategies for Small Group Success

Transcript Title: Strat Small Group Success

Details

- **Prerequisite:** Attend Strategies for Small Group Success face-to-face workshop
- **Credit:** One (1) Semester graduate-level professional development credit (1.5 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:** \$120
- **Due Date:** Registration, payment, and assignment due by: May 1, 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:

Implementing small group instruction requires an understanding of one of the most complex formats a teacher encounters, especially when they are responsible for both the whole class and the small group learning at the same time. Management of routines, procedures, and behavior is a prerequisite to effectively differentiating curriculum and meeting all students' needs. This course will ensure teachers are prepared to apply specific strategies that promote success for students.

Learning Outcomes:

1. Apply management strategies to increase effectiveness of small group instruction
2. Establish routines and procedures that create a predictable and productive learning environment

Assignment Description

Required	<p>1. Opening Visuals Create at least 3 different Opening Visuals that support the small group of students when they arrive at the small group table. The directions should include a task the students can do independently while the teacher is preparing to start the group. The task should be continuous so that students can remain productive until the teacher decides to move them into the main lesson.</p> <p>2. Skill Summary Choose at least 5 skills to summarize in the context of your teaching. Write one paragraph for each skill that includes:</p> <ul style="list-style-type: none">• The name/label of the concept• Why you selected the concept• How you plan on implementing the concept• What benefits you anticipate
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*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

Updated: 8/14/19

Choose 1 (or more)	<p>A. “Out There” Exit Directions Create at least 3 sets of Exit Directions that support independent work for students who are working independently while the teacher works with a small group. The directions may support activities that are ongoing routines or they may be activities that are specifically used for one lesson, day, or unit.</p> <p>B. Routines and Procedures Develop a plan for teaching at least 3 routines and procedures that include descriptions or examples for each of the following components: 1) The why, 2) Modeling, 3) Visual supports, 4) Practice</p> <p>C. Seating Create at least 3 seating charts that show how you will support student success in the small group using Influential Seating. Include a written summary of each seating chart that describes the rationale for placing individuals in specific locations.</p>
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Assignment Submission

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

Grading and Transcript

For a letter grade of an A, complete both required and two optional components.

For a letter grade of a B, complete both required and one optional component.

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

Boushey, G., & Moser, J. (2014). *The daily 5 fostering literacy independence in the elementary grades*.

Portland: Stenhouse.

Boushey, G., & Behne, A. (2019). *The CAFE book: Engaging all students in daily literacy*

assessment and instruction. Portsmouth, NH: Stenhouse.

Grinder, M. (2018). *ENVoY: Your personal guide to classroom management*. Battle Ground, WA: M.

Grinder & Associates.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids brains and what schools*

can do about it. Alexandria, VA: ASCD.

Marzano, R. J. (2005). *A handbook for classroom management that works*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Marzano, R. J. (2010). *The art and science of teaching: A comprehensive framework for effective*

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