



EDCU 9935: Whole Group Classroom Leadership

Transcript Title: Whole Group Clsrm Leadership

Details

- **Prerequisite:** Attend Whole Group Classroom Leadership face-to-face workshop
- **Credit:** Three (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:

Successfully implement the foundational skills in a whole group classroom setting. The goal is to apply your learning from the class to help you increase your use of non-verbal communication around management so your words can be used for curriculum and relationships.

Learning Outcomes:

1. Learn proactive management strategies to help preserve relationships
2. Increase one's flexibility
3. Learn strategies to help manage both individuals as well as the group, while preserving relationships
4. Reflect on the impact teacher behaviors have on student behaviors

Assignment Description

Part 1:

In 1-2 pages, describe your management style and systems before the implementation of the foundational skills.

- What was successful?
- What challenges did you face?
- Which phases of the lesson were easiest to manage?
- Which phases of the lesson were the most challenging to manage?
- When did you find yourself redirecting most often or using discipline?

Part 2: Strategy Implementation

- Create and document a plan of cohesive and consistent implementation of the foundational skills. You may opt to build gradually, starting with one skill and then adding additional skills as you feel each one is solid until you are working on all the foundational skills collectively for one month or clustering multiple skills together until you are implementing all the skills.

*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

- Get Ready
 - Get Set
 - Get Noticed
 - Wait and Whisper
 - Signal the Mode
 - Monitor and Adjust
 - Adapt the Directions
 - Check for Understanding
 - Set Stamina
 - Lead & Empower
 - Linger & Look Back
- Write 1 page per skill to document:
 1. Description of the skill
 2. Phase of the lesson in which the skill is found
 3. Challenges you predict or encountered when implementing (contexts, individuals, times of day, remembering to implement, etc)
 4. Observations of how specific strategies worked with an individual or a class

Part 3 – Impact – *After consistent implementation of all skills for a month*

In a minimum of 2 pages, describe the impact that focusing on consistent implementation of all the foundational skills in concert with each other has had on:

1. Your teaching
2. Your energy level
3. The time spent on discipline & redirection
4. The group's learning
5. Specific individuals in your group
6. Impact of using all the foundational strategies together as compared to using one or two skills in isolation or occasionally
7. Challenges you are still having
8. Action plan of next steps for your own learning

Assignment Submission

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

Grading and Transcript

For a letter grade of an A, 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.

Greene, R. W. (2016). *Lost and found: Helping behaviorally challenging students (and, while youre at it, all the others)*. San Francisco, CA: Jossey-Bass.



Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids brains and what school can do about it*. Alexandria, VA: ASCD.

Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin, a SAGE Company.

Marzano, R. J. (2005). *A handbook for classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

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