



# EDCU 9912: Proactive and Equitable Classroom Leadership

Transcript Title: ProactiveEquitable Clsm

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## Details

- **Prerequisites:**
  - Attend Whole Group Classroom Leadership face-to-face workshop or complete On-line Whole Group Classroom Leadership
- **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:** While the dates below correspond with timelines for some school district lane advancement timelines, we can accommodate individual requests to submit registrations at any time. Course requirements and payment must be confirmed prior to receiving a transcript.
  - Winter term: February 14
  - Summer term: July 31
  - Fall term: November 14

## Registration and payment

1. Register online at [www.thecatalystapproach.com/opportunities/#credits](http://www.thecatalystapproach.com/opportunities/#credits)
2. Pay with either a check or by requesting an email invoice for credit card payment

## Course Description

Harness the power of the proactive use of strategies that promote equity and success for students. Coursework extends beyond the foundational skills of Whole Group Classroom Leadership with a focus on reflective habits and practical classroom application.

## Learning Outcomes

1. Recognize opportunities to be even more proactive in your practice
2. Increase equity for students who have been marginalized

## Course Materials

- Review strategy summaries from in-person Whole Group Classroom Leadership Class or Whole Group Classroom Leadership On-line Course (if needed, copies can be downloaded)
- Download Beyond the Foundational Skills Strategies

## Assignment Description

### Part 1: Building on Foundational Skills

- Read the following Strategy Summaries from all phases of the lesson:
  - Get Attention: Get Ready, Get Set, Get Noticed, Watch and Wait, Anchor with a Whisper
  - Engage: Signal the Mode and Monitor and Adjust
  - Set up for Success: Adapt the Directions, Check for Understanding, Set Stamina

\*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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- Support Success: Lead and Empower, Linger and Look Back
- Select two different leadership contexts. Write at least one page for each strategy in the corresponding context. Include:
  - A description of the skill and how you have implemented in your classroom.
  - Explain how you have used the foundational skills to engage all students in discussions and encourage individuals to fully participate.

### Part 2: Going Beyond the Foundational Skills

- Read the summaries of the following strategies
  - Level the Playing Field
  - Mix It Up
  - On Deck
  - Opposite Side of Room
  - Ride the Wave
  - Tiny Task
- Choose three of the strategies and respond to the following prompt(s) in one page for each strategy:
  - In your own words, explain the skill and describe a time when you did or when you might use it to increase whole group engagement in discussions and provide a safe environment for individual students to be heard.
  - Include specifics about what kind of questions you favor, how do you encourage participation, which students already feel comfortable speaking, how will you build confidence in those that need even more support?
- Thinking of the three skills you chose, answer the following questions in one total page:
  - Which skill do you plan to implement first?
  - Out of the skills you chose, which do you think will come more naturally and which will take more practice?

### Part 3: Impact

Honest self-reflection is necessary to bring about change. In a minimum of 2 pages, describe some of the challenges you have encountered. Explain a time when implementing one of these new skills would have been helpful.

1. Looking forward, describe the impact that focusing on deeper implementation might have on you.
2. Describe the impact this will have on your students
3. Challenges you have faced or anticipate facing in the implementation.
4. Action plan for future learning

### Assignment Submission

Send completed coursework via email to the Catalyst instructor (who is listed in your registration confirmation email).

### 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](http://www.brandman.edu/transcript)

### Bibliography

Brickman, J. & Burns, N. (2016, May/June) *The Demonstration Teacher Certification Binder* [PDF]. Jacki Brickman, INC.

Brickman, J. & Burns, N. (2019). *Whole group classroom leadership - the foundational skills* [PDF]. Jacki Brickman, INC.

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

Marzano, R.J. (2015) *A handbook for class management that works*. ASCD

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

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