



EDCU 9913: Shifting the Focus from Behavior to Relationships

Transcript Title: Shifting Focus Relationships

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
2. Pay with either a check or by requesting an email invoice for credit card payment

Course Description

Successfully maintain a focus on positive and supportive relationships rather than students' behaviors in the classroom. The coursework will enhance the implementation of the foundational Whole Group Classroom Leadership strategies while deepening your understanding of the practical classroom application.

Learning Outcomes

1. Recognize opportunities to develop relationships with individual students who challenge your skills
2. Identify student behaviors that bother you the most
3. Apply strategies to increase your own wellbeing and the success of the student at the same time

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: Lead & Empower, Linger & Look Back

- Write at least one page for each strategy. Include:
 - A description of the skill and how you have implemented in your classroom.
 - Explain how you have used these foundational skills to focus on preserving relationships.

*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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Part 2: Going Beyond the Foundational Skills

- Read the summaries of the following strategies
 - 2 Steps Ahead
 - Curriculum Flip
 - Follow Up
 - Incomplete Sentence
 - Opposite Side of the Room
 - Regulate Yourself
 - Say “This”
 - Silent Selection
- It is normal for some student behaviors to annoy or bother you. Briefly describe some of those student behaviors. Then reflect upon how you can use Regulate Yourself as a first step to changing the focus from behavior to relationship. Consider the following questions as you reflect:
 - What am I feeling?
 - What is happening to increase my stress breathing?
 - How can I reframe the behavior in my head?
 - Which goal is the best for student in this situation?
- 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 have even more positive interactions with your students. Examples and stories of specific students will help you anchor the conceptual understanding of the strategy.
 - Predict in which situations it will be easier for you to implement and which situations will be the most difficult for you?
- 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. Then describe 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

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

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

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