



EDCU 9894: Balancing Individual Support with Group Engagement

Transcript Title: Balancing Indiv Support Group

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

Support individuals while keeping the rest of the group engaged in the classroom. Learn to navigate the nuances of balancing the group's needs with individual needs to enhance the foundational skills of Whole Group Classroom Leadership. Coursework will promote even deeper understanding of the concepts with a focus on practical classroom application.

Learning Outcomes

1. Apply strategies for managing individual needs while simultaneously maintaining group engagement
2. Increase academic support for individual students
3. Refine behavioral support for individual students

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: Create a To Do List, Check for Understanding, Set Stamina, 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.
 - Examples of differentiated (both academic and behavior) support individual students in your classroom require.

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- Explain how you have used the foundational strategies to meet those needs.

Part 2: Going Beyond the Foundational Skills

- Read the summaries of the following strategies
 - Fake an Announcement
 - Create a Safety Net
 - Signal It
 - Silently Select
 - Survey the Land
 - 3 Before Me
 - Welcome Them
- Choose three of the strategies and respond to the following prompt(s) in one page for each strategy:
 - Briefly, in your own words, explain the skill and describe a time when you did or when you might use it to support individual needs while maintaining whole group engagement
 - How will you use this additional skill to support the needs of individuals in your classroom?
 - How will the whole group benefit from your use of this additional skill?
 - Which part of the skill do you predict will be easier to implement and what part of the skill will be the most difficult?
- 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. It can be challenging to balance the needs of an individual student while maintaining the engagement of the whole group.

In a minimum of 2 pages, describe some of the challenges you have encountered. Then reflect 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

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

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