



EDCU 9743: Increasing Flexibility and Reducing Surprise During Instruction

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 increase flexibility and find ways to reduce surprise in the classroom while implementing Whole Group Classroom Leadership strategies with even deeper understanding of the practical classroom application.

Learning Outcomes

1. Increase flexibility and reduce surprise
2. Think even more critically about foundational skills that increase flexibility
3. Identify patterns that help reduce surprise
4. Adding additional skills in order to deepen understanding and awareness of options

Course Materials

Review strategy summaries from Whole Group Classroom Leadership (in person or online). A PDF can be downloaded if you need an additional copy.

Assignment Description

Part 1: Building on Foundational Skills

1. Read Strategy Summaries of Signal the Mode and Monitor and Adjust and respond to the below prompts in a minimum of 3 pages.
2. Describe each of the modes below:
 - a) Internal processing
 - b) One at a time sharing
 - c) Partner Conversations
 - d) Group Conversation

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- e) Choral Response
 - f) Kinesthetic Response
3. Of the modes above, rank them in order of your own frequency of use.
 4. For the strategies you use less frequently, how will you increase your range? What impact would incorporating those modes even more have on student engagement?
 5. Of the modes listed in question 2, which frustrate you most when they are unexpectedly used by students?
 6. When a student is in a different of mode than you expected (i.e. speaking out when One at a Time was expected), rank your responses in order of your own frequency of use.
 - a) Accept
 - b) Switch
 - c) Continue
 - d) Regulate Yourself
 - e) Signal again
 - f) Delaying
 7. For the response strategies listed in number 6 that you use less frequently, what impact would incorporating those responses even more have on student engagement?
 8. How do these skills increase an adult leader's flexibility?
 9. How do these skills reduce surprise for both students and teachers?
 10. How do these skills increase student voice in your classroom?

Part 2: Going Beyond the Foundational Skills

1. Read the summaries of the following strategies
 - a) Yellow Light
 - b) Level the Playing Field
 - c) Slow it Down
 - d) Adjust the Volume
 - e) Survey the Land
 - f) Regulate Yourself
2. Choose three of the strategies and answer the following questions for each strategy:
 - a) Briefly, in your own words, explain the skill and describe a time when you did or when you might use it
 - b) How might using this additional skill increase your flexibility as the classroom leader?
 - c) How might this skill reduce surprise for both students and adult leaders?
 - d) Which part of the skill do you predict will be easier to implement and what part of the skill will be the most difficult?

Part 3: Impact

1. Honest self-reflection is necessary to bring about change. As teachers we all find times when we are surprised and find ourselves stressed and less able to be flexible. In a minimum of 2 pages, describe the impact that focusing on reducing surprise and increasing flexibility will have on your classroom:
 - a) Describe some of the challenges you have encountered. Explain a time when implementing one of these new skills would have been helpful.
 - b) Looking forward, describe the impact that focusing on deeper implementation might have on you.
 - c) Describe the impact this will have on your students
 - d) Describe the challenges you have faced or anticipate facing as you focus on implementation of these skills.
 - e) Document an action plan or questions you have that will drive your future learning.

Assignment Submission

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.

Grading and Transcript

Monthly notes should include All 16 hours of meetings must be documented in order to earn credit.

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For an official transcript, visit: www.brandman.edu/transcript

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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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