



## EDCU 9742: Increasing Student Voice

### Details

- **Prerequisites:** Attend Whole Group Classroom Leadership face-to-face workshop or complete On-line Whole Group Classroom Leadership workshop led by The Catalyst Approach
- **Credit:** Three (3) Semester graduate-level professional development credit (4.5 quarter credits) through University of Massachusetts Global. 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 <http://www.thecatalystapproach.com/classes/#credits>
2. Pay with either a check or by requesting an email invoice for credit card payment

### Course Description

Successfully facilitate group discussions and increase student voice in the classroom while implementing Whole Group Classroom Leadership strategies with even deeper understanding of the practical classroom application.

### Learning Outcomes

1. Facilitate group discussions to engage even more students in the content and learning process.
2. Increase the opportunities for all student voices to be heard and valued during group discussions.

### 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 the following Strategy Summaries and write a one paragraph description of each strategy including a statement on how the strategy supports engagement and provides a safe environment for discourse: Get Ready, Get Set, Get Noticed, Watch and Wait, Anchor with a Whisper, Signal the Mode and Monitor and Adjust.
2. Incorporating a variety of modes increases engagement. Write about each of the modes below and how the mode can support elevating student voice:
  - Internal processing
  - One at a time sharing
  - Partner Conversation
  - Group Conversation
  - Choral Response

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- Kinesthetic Response
  - Other
3. Write a minimum of one page reflecting on the strategy Monitor and Adjust using the following prompts:
- Delay: when are circumstances when you would use a delay? In what circumstances would you want to avoid that response?
  - Accept: when are circumstances when you would accept? In what circumstances would you want to avoid that response?
  - Switch: when are circumstances when you would switch? In what circumstances would you want to avoid that response?
  - Reinforce: when are circumstances when you would signal again? In what circumstances would you want to avoid that response?
  - Continue: when are circumstances when you would continue? In what circumstances would you want to avoid that response?
  - Regulate Yourself: when are circumstances when you would regulate yourself? In what circumstances would you want to avoid that response?
  - Do you need to be more systematic with your responses or more flexible? What indicators lead you to this conclusion?

### Part 2: Going Beyond the Foundational Skills

1. Read the summaries of the following strategies and choose 3 to study more deeply.
  - Level the Playing Field
  - Mix It Up
  - On Deck
  - Include Everyone
  - Ride the Wave
  - Tiny Task
2. Respond to the following prompts for each strategy, at least 1 page per strategy:
  - In your own words, explain the skill
  - Describe the impact of implementing the skill has on student engagement and discussions
  - Describe the impact of implementing the skill has on increasing opportunities for student voice
  - Describe the impact the skill has on providing a safe environment for individual students to be heard.
  - Thinking of the three skills you chose, answer the following questions:
  - What aspects of implementing this skill will come more naturally and which will take more practice?
  - How could this strategy encourage participation with students who already feel comfortable speaking and/or build confidence in those that need even more support in finding their voice?

### Part 3: Impact

Honest self-reflection is necessary to bring about change. In a minimum of 2 pages:

1. Describe some of the challenges you have encountered. Explain a time when implementing one of these new skills would have been helpful.
2. Looking forward, describe the impact that focusing on deeper implementation might have on you.
3. Describe the impact this will have on your students
4. Describe the challenges you have faced or anticipate facing as you focus on implementation of these skills.
5. Document an action plan or questions you have that will drive your 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: <https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests>

## Bibliography

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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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