



EDCU 9998: Demonstration Teacher Extension

Transcript Title: Demonstration Tchr Extension

Details

- **Prerequisite:** Current Certified Demonstration Teacher
- **Credit:** 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

Upon successful completion of the Demonstration Teacher Certification process, teachers who wish to sustain a high level of implementation can push themselves even further by continuing to implement and reflect on the skills they use to maintain productive and safe classrooms.

Learning Outcomes

1. Apply catalyst strategies within their everyday practice and describe the effects
2. Continue to increase one's range and flexibility
3. Reflect on the impact teacher behaviors have on student behaviors

Assignment Description

Part 1: Demonstration Process Reflection (1-2 pages)

- When reflecting on the demonstration teacher process, what were the biggest challenges you faced throughout the process?
- What has been the biggest change in your teaching practice since becoming a Demonstration Teacher?
- Which of the specialty skills that you learned during the demonstration process do you use most often and what has been the impact on your teaching?

Part 2: Foundational Skills Implementation

Closely observe your implementation of Catalyst Foundational Skills for one week. In 1 page describe:

- Which of the skills do you have at the habit level?
- Which of the skills do you find you implement less during times of stress or do you have to think about the most in order to remember to implement?

Part 3: Specialty Skills

Choose 5 new specialty skills from the attached list. These can be skills you did not originally choose during the Demonstration process, or skills you have lost from your practice. Implement each skill consistently for at least one week. For each skill write 1 page explaining:

- Why did you choose this skill?
- What were the challenges during implementation?
- What was the impact of the strategy within your class?

Part 4: Foundational Skills Connection

For each specialty skill, in about one paragraph, describe the importance of corresponding foundational skills. For example, in order for Ride the Wave to be successful, the teacher must already have the habit of using Get Noticed > Watch and Wait>Anchor with a Whisper. Include how one or more foundational skill supports each specialty skill you implemented.

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

Brickman, J. & Burns, N. (2016, May/June). *The Demonstration Teacher Certification Binder* [PDF]. St. Anthony, MN: Jacki Brickman, Inc.

Harnum, J. (2013). *The Practice of practice: How to boost your music skills*. Sol Ut Press.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids brains and what schools can do about it*. ASCD.

Marzano, R. J. (2005). *A handbook for classroom management that works*. ASCD.

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