



## EDAU 9781: UNIS Team Practicum

*Transcript title: UNIS Team Practicum*

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### Details

- **Prerequisites:**
  - Attend face-to-face workshop OR complete on-demand workshop led by The Catalyst Approach
  - UNIS Implementation Plan (EDCU 9780)
- **Credit:** Three (3) Graduate Semester Credits\* (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:** Registration and payment due September 1; Documentation due first of each month throughout the school year in which you are registered for the course (see below).

### 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

Participants will form learning & implementation practicum teams and then meet with that practicum team throughout the school year in order to increase and support implementation. Learning teams may be from the same site or across multiple sites.

### Learning Outcomes

1. Identify group dynamics patterns that occur across classrooms
2. Utilize goal setting to increase implementation
3. Solidify habits that promote long-term implementation

### Assignment Description

#### Process

1. Set individual and team goals
2. Document individual and team goals
3. Implement strategies from A Healthy Classroom throughout the school year
4. Actively participate in the monthly follow-up sessions with your learning team
5. Reflect on your individual and team implementation using the questions provided below
6. Send one set of notes for your learning team (including attendance) after each meeting

Reflection questions (the team should include responses to the following questions each month when submitting their notes):

- ◆ What concepts are most evident across classrooms at this point in the year?
- ◆ What teacher actions are having the most positive impact on the health of the group?
- ◆ How are you authentically connecting with students who challenge your leadership skills the most?
- ◆ What is a goal you have for the upcoming month in relation to helping the group understand, nurture, inspire, and/or support one another even more (set one goal as a team)?

\*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.

Updated: 12/14/21

### Monthly Due Dates:

16 hours practicum meetings required. Each set of monthly meeting notes should be turned in by the first of the following month (example: September meeting notes due on or before October 1)

October 1 (2 hours)

November 1 (2 hours)

December 1 (2 hours)

January 1 (2 hours)

February 1 (2 hours)

March 1 (2 hours)

April 1 (2 hours)

May 1 (2 hours)

### Example Schedule:

4:00 - 4:05 Choose facilitator & note-taker

4:05 – 4:15 review notes from previous session/meeting

4:15 – 5:15 Share implementation, progress towards goals, clarify for each other, Q & A on implementation scenarios, special circumstances, respond to monthly reflection questions

5:15-5:45 New Learning- read a new section from *A Healthy Classroom* *or* Reread a previous section

5:45-6:00 Set Goals for implementation and sharing at the next session

6:00 Wrap up

## Assignment Submission

Send completed coursework via email to the Catalyst instructor (who is listed in your registration confirmation email).

## Grading and Transcript

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

*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

Goodman, Paul, S. Devadas, and T. L. Hughson 1988 "Groups and productivity: Analyzing the effectiveness of self-managing teams." In J. P. Campbell, R. J. Campbell, and Associates (eds.), *Designing Effective Work Groups*: 295-327. San Francisco: JosseyBass.

Haidt, J., Seder, J., & Kesebir, S. (2008). Hive psychology, happiness, and public policy. *Journal of Legal Studies*, 37, 133-156.

Hamilton, D. L., & Sherman, S. J. (1996). Perceiving persons and groups. *Psychological Review*, 103, 336-355.

LaFrance, M. (1985). Posture mirroring and intergroup orientation. *Personality and Social Psychology Bulletin*, 11, 207-218. LaFrance, M. (1990).

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