

Course: Creating and Managing a Successful Classroom, Part 2

Instructors:

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Overview

This course will introduce participants to classroom management techniques used by effective teachers. Great teachers know how to avoid inappropriate and disruptive behaviors in the classroom. They also know how to encourage student participation in school activities and involve students instructionally through active learning. This course will also help teachers understand that effective teaching is about making multiple choices throughout the day, why poor teachers must be instructed how to teach before interacting with parents, students and others, why it's imperative that principals impart confidence to their teachers, and how teachers can most effectively behave towards their students.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. what good teachers do that others don't,
 - b. the importance of being able to perceive how you are being received, and
 - c. the reasons for misbehavior in the classroom.
2. Skills –after this course, a student will be able to
 - a. identify the three behaviors that a teacher should never do,
 - b. identify the best time to deliver bad news to parents, and
 - c. utilize appropriate strategies for shifting behaviors without causing negative feelings.
3. Dispositions – after this course, a student will appreciate
 - a. why it is important to make it “cool to care,”
 - b. the importance of never escalating a bad situation, and
 - c. why effective teachers want prevention rather than revenge for inappropriate behaviors.

Session Topics (5):

• What Great Teachers Do Differently: Part 1	Todd Whitaker
• What Great Teachers Do Differently: Part 2	Todd Whitaker
• What Great Teachers Do Differently: Part 3	Todd Whitaker

<ul style="list-style-type: none"> • What Great Teachers Do Differently: Part 4 	Todd Whitaker
<ul style="list-style-type: none"> • What Great Teachers Do Differently: Part 5 	Todd Whitaker

Instructor Overview:

Todd Whitaker is a Professor of Educational Leadership at Indiana State University in Terre Haute, Indiana. He has taught mathematics and business at the junior and senior high school levels and has served as a principal at the middle and high school levels. Dr. Whitaker was a coordinator in Jefferson City, Missouri, where he supervised all aspects of building and staffing two new middle schools. He has written over thirty-five articles and eight books including: *Dealing With Difficult Teachers*, *Motivating & Inspiring Teachers* and, *What Great Teachers Do Differently*. Dr. Whitaker has provided professional development to teachers and administrators through over 700 presentations at the state, national, and international levels. In this lecture, he explains how principals make a difference in how a school functions.

Methods of Instruction:

Percentage of Course Credit

Methods of instruction will include

- | | |
|--------------------------------------|--------------------|
| • Individual sections (5) (10 hours) | |
| • Pre assessments (5) | 5% |
| • Graded post assessments (5) | 20% |
| • Video lectures (5) | 35% |
| • Polling questions | Included in videos |
| • Study guides (5) (60 to 100 pages) | |
| • Handouts | |
| • Projects | 40% |

Texts (included in program)

- Study guide provided in the program (100 - 200 pages)

Assignments

- Pre assignments (5)
- Post assignments (5)
- Final project (1)

Due dates of major assignments, projects, and examinations:

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. The final must be completed no

later than two weeks after the course ends. The course instructor will evaluate each and provide feedback.

Due dates of major assignments, projects, and examinations:

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. The final must be completed no later than two weeks after the course ends. The course instructor will evaluate each and provide feedback.

Grading

Post assessment grade is 70% of total grade

Final project grade is 30% of total grade

<u>Grading Scale</u>	<u>Equivalent</u>
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% or below	F