

**Course:** Creating and Managing a Successful Classroom, Part 3

**Instructors:** Mark Sprenger, Keith Lenz, Rick Wormeli

**Length:** 10 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1

### **Course Overview**

This course will introduce participants to effective strategies for organizing and presenting curriculum to middle and secondary students using the Strategic Instruction Model and integrated curriculum approach. Participants are introduced to the key factors that motivate students including promoting positive social interaction with adults and peers, providing structure and clear limits on assignments, implementing physical activity in a lesson, allowing for creative expression, providing an environment for competition and achievement, and providing opportunities for self-definition. Making changes to curriculum is often challenging because teachers hesitate to implement new or different approaches for a variety of reasons: complacency, cynicism, ignorance, fear, distrust, unclear outcomes, perceived increase in workload, or because they are in survival mode and cannot extend any more of themselves. Whether it is differentiated instruction, a new literacy program, a move to block-length classes, a new teacher-advisory program, or some new district initiative, there are many ways to motivate teachers to accept a new approach or change their behavior. This course offers three dozen, successful strategies that motivate colleagues and staff to change.

### **Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand
  - a. the Strategic Instruction Model,
  - b. the SMARTER planning process, and
  - c. the advantage of integrated curriculum.
2. Skills –after this course, a student will be able to
  - a. understand the rationale for integrated curriculum,
  - b. use what adolescents desire to motivate them, and
  - c. create a culture of expectancy.
3. Dispositions – after this course, a student will appreciate
  - a. the importance of an emotionally inviting classroom,
  - b. why some people hesitate to make changes, and
  - c. the type of school change strategies and professional development experiences needed to ensure sustained implementation.

### **Session Topics (5):**

• Enhancing Your Instructional Content	Keith Lenz
• Integrating Curriculum: Part 1	Mark Sprenger
• Integrating Curriculum: Part 2	Mark Sprenger
• Motivating and Engaging the Middle School Student	Rick Wormeli
• Motivating Colleagues	Rick Wormeli

### Instructor Overview:

**Mark Springer** has devoted the past 28 years to teaching seventh and eighth grade students at the Radnor Middle School in Wayne, Pennsylvania. Throughout his career, Mark has designed and taught a variety of integrated curricula, including interdisciplinary Humanities, American Studies, and his school's gifted program. In 1987, along with teaching partner Ed Silcox, Mark launched the Watershed Program which is now widely recognized as one of the nation's foremost integrated curriculum models. Then, in 1998, Mark developed the Soundings Program as a model of a fully integrative curriculum model. He continues to work with students in Soundings today, as they design their entire eighth grade year. An active member of the National Middle School Association, Mark has authored two books about the Watershed Program, along with chapters for several other books and numerous articles on integrated curriculum development. Most recently, Mark helped write NMSA's new position paper on Integrated Curriculum. He is a frequent presenter at conferences and middle level institutes throughout the country.

**Rick Wormeli** is a Nationally Board Certified Teacher and a columnist for NMSA's magazine, *Middle Ground*. He is also the author of *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher* and *Day One and Beyond: Practical Matters for New Middle Level Teachers*. He has taught math, science, health, history, and English/language arts for 20 years, all at the middle level. Rick won the outstanding English Teacher of the Nation Award at Disney's American Teacher Awards in 1996. He has been a consultant to both the White House and the Smithsonian Institution.

**Keith Lenz, Ph.D.** is a senior research scientist at the University of Kansas Center for Research on Learning. He has worked extensively with Donald Deshler and is featured in the ongoing KDS series on the Strategic Instruction Model.

### 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.

**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