

## **Georgia Course**

Comprehensive Professional Learning for Recertification Plan

### **1) PROGRAM**

*Creating a Successful Classroom: Part 1*

1 PLU 10 Contact Hours

### **2) GOALS ADDRESSED**

Participants will:

- a) Improve student achievement by providing effectively planned and implemented instructional lessons.
- b) Improve student achievement through effective management of the classroom.
- c) Improve student achievement through creating and managing a successful classroom
- d) Understand proper classroom management techniques
- e) Use homework practices and policies that work
- f) Successful strategies to reduce classroom disruption
- g) How to integrate a curriculum
- h) Games as tools for learning
- i) How to motivating and engaging students
- j) Building integrity based learning communities
- k) User friendly data tools for schools and web resources for a standards-based curriculum

### **3) IMPROVEMENT PRACTICES**

From these seminars, teachers will learn superior classroom management skills. They will learn strategies designed to reduce classroom disruption and maintain an order, once set in place, will be carry through the school year. They will take from the seminar effective techniques for dealing with classroom disruptions and basic, daily management issues.

Teachers will learn to design homework practices and policies that benefit teachers, students, and ability to clearly assess student achievement and effort. Teachers rid themselves of the stress associated with homework, while boosting students' homework completion rate with provocative and practical lessons that pose and respond to tough questions about this daily concern.

Teachers will learn strategies and techniques to challenge and motivate struggling students. The lectures contain a gold mine of proven, practical ways to help students labeled "special education," "slow," "remedial," or "LD" succeed in school—without remediation, watering down content, lowering expectations, or depriving other students of the time and attention they need. Sections of this program are designed to help educators learn effective techniques to adapt regular classroom curriculum and activities to meet the learning needs of academically gifted students. The seminar provides a thorough discussion of the characteristics describing gifted students, as well as the

teacher's task in developing strategies that successfully challenge all students at levels appropriate to them. The program also includes strategies for compacting the regular curriculum and standards, and providing consistent opportunities for gifted students to be engaged in appropriately differentiated learning experiences. Lectures are designed to help educators become knowledgeable about the techniques that may be used to adapt the regular classroom curriculum and activities to meet the learning needs of their most academically capable students.

#### **4) COMPETENCIES**

Participants will be able to:

- a) Consistently provide a classroom environment that is supportive of all students, maximizes instructional time, and minimizes student off-task behavior.
- b) Design and implement instructional lessons that reflect best teaching practices and that target student learning needs and the system's required curriculum.
- c) Demonstrate high expectations of all students learning.
- d) Monitor and assess student progress in a variety of ways.
- e) Effectively administer discipline
- f) Understand what being a valuable team player in your school means

#### **5) PERFORMANCE INDICATORS**

- a) 5 Pre-assessment questions will be administered online prior to viewing the lecture to gauge what teachers understand about the topic prior to the workshop. Each assessment will consist of 3 multiple choice and two free response.
- b) 5 Post-assessment questions will be administered online after viewing the lecture to gauge mastery of the lecture's contents after viewing the lecture. Each assessment will consist of 5 multiple choice and 3 free response.
- c) Monitoring of completion

- Students' participation in the lecture will be monitored by course KDS course administrators.
- In order to receive credit, teachers will: review and understand "Course Objectives" and satisfactorily complete the Pre-and Post-Assessment questions for each segment of the video content (as further described in the Course Outline). Students must view Video/Audio lectures in their entirety along with synchronized PowerPoint slides.
- Teachers will participate in interactive discussion forums led by the course administrator.
- Students will take notes on the lecture using the online notepad provided.
- Students will have unlimited access to course materials including but not limited to PowerPoint slides, transcripts, speaker biographies, and other topic resources and auxiliary materials.

#### **6) PREPARATION PHASE**

- a) Instructional time for this course will be a minimum of 10 clock hours (1
- b) PLU). This is an online course. These hours of course instruction may be provided throughout the summer, spring, winter, and fall semesters.
- c) List name of the instructor and brief educational qualifications
- d) Online Course
- e) Strategies used in this course will include lecture, media presentations, written assignments.

## 7) COURSE ASSESSMENT

- Pre assignments
- Post assignments
- Final project - This 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

### Grading Scale                      Equivalent

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

