

Course Title: Creating and Managing a Successful Classroom

Instructors: Doug Fiore, Rick Wormeli, Dr. Don Deshler, Dr. Keith Lenz, Todd Whitaker, Eileen Griffin

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

In this course, participants will be introduced to techniques for shifting inappropriate behaviors of students or parents to avoid negative reactions and to reach the primary goal- eliminating or minimizing future occurrences. Teachers learn how great teachers prevent disruptive behaviors, encourage student participation in school activities, deal with angry parents, and engage and involve students instructionally through active learning. This course will also help teachers understand why teaching is about making multiple choices daily, why poor teachers must learn how to teach before interacting with parents, students and others, why it's imperative that principals have confidence in their teachers, and how teachers can model effective behavior for their students. Technology integration and the importance of technology in modern-day education is a major component of the seminar.

Teachers will gain the skills necessary to sort, gather, and organize their school's data using six data tools—Affinity Diagramming, Framework Planning, Excel Data Filters, Excel Pivot Tables, Excel Charts, and the Lotus Flower Performance Planning process. The speakers provide a comprehensive list of top-quality online resources for every curriculum area. Through the thoughtful and purposeful use of current technology in a caring and committed community of learners, teachers can best assure that they are preparing students for the future. By the end of the session, teachers will have a far better understanding of where to gain access to quality education resources. Lecturers discuss the implications of “No Child Left Behind,” changes in school accountability, increased funding opportunities for assessment, before and after-school programs, and parental involvement.

Participants are introduced to accountability measures, the development of school-based content and instructional leaders, creative examples of developmental responsiveness, curriculum mapping, and content integration of math skills across the curriculum.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand:
 - a. How to deal with difficult parents and students,
 - b. How to create motivating homework assignments, and

- c. How to enhance instructional content.
- 2. Skills –after this course, a student will be able to:
 - a. Apply proactive discipline practices that work in the classroom,
 - b. Provide best practices for providing feedback on homework, and
 - c. Arrange the physical environment to avoid classroom disruptions.
- 3. Dispositions – after this course, a student will be able to appreciate:
 - a. The people, not the programs, make a school great,
 - b. The Strategic Instructional Model, and
 - c. Change strategies and professional development are needed to ensure sustained implementation.

Session Topics (8):

Dealing with Difficult Parents	Doug Fiore
Homework Practices and Policies that Work	Rick Wormeli
Strategies to Reduce Classroom Disruption	Rick Wormeli
Enhancing Your Instructional Content	Dr. Don Deshler and Dr. Keith Lenz
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
Building Integrity Based Learning Communities	Eileen Griffin

Instructor Overview

Dr. Fiore is the Director of Professional Practice with the Virginia Department of Education. He has worked as a teacher, principal, and in higher education in Indiana, Georgia, and Virginia. He also provides professional development to many schools and organizations.

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*. 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.

Dr. Don Deshler is a professor in the School of Education and director of the Center for Research on Learning (CRL) at the University of Kansas. The work of the CRL focuses

on the validation of academic and social strategies for at risk adolescents. Deshler and his colleagues at the CRL have designed and validated the Strategic Instruction Model (SIM) - a comprehensive instructional model for improving student outcomes. Through the center's International Professional Development Network, over 400,000 educators have been trained to use different components of the SIM model. Deshler's (along with Keith Lenz) most recent text, *Teaching Content to All: Evidenced-Based Inclusive Practices in Middle and Secondary Schools*, details several of the instructional practices validated through CRL research. Deshler is the recipient of the J. E. Wallace Wallin Award from the Council for Exceptional Children and the Learning Disabilities Association Award from the Learning Disabilities Association of America for outstanding research and service for at-risk populations.

Dr. Keith Lenz is an associate professor at the University of Kansas in the Department of Special Education. He is the co-author of *Teaching content to all: Inclusive teaching in grades 4-12* and *Teaching content to all: Evidenced practices for middle and high school settings*. He's written chapters for a variety of books on special education and written a number of articles on learning disabilities that have been published in peer-reviewed journals.

Todd Whitaker is a Professor of Educational Leadership at Indiana State University and has written over thirty-five articles and eight books including *Dealing With Difficult Teachers*, *Motivating & Inspiring Teachers* and, his newest book, *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.

Eileen Griffin is Director of the Griffin Center for Human Development, a national organization committed to promoting continuous school improvement by applying sound principles of human development. She has been an educational therapist, a teacher of kindergarten, special education, and the gifted and talented, and a curriculum coordinator/consultant for the Gesell Institute of Human Development.

Methods of Instruction:

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.

Students must earn a minimum of 70% to pass the course.

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

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. Participants must complete and turn in the final within two weeks of completing the course.

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.

Text and/or required reading list:

1. Managing the Classroom for Learning:

http://www.learningmatters.co.uk/sampleChapters/pdfs/RRPPS_Ch5.pdf