

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:

Academic success is achieved when students are actively engaged in interesting classroom activities, encouraged to participate in discussions, and classroom disruptions are kept to a minimum.

Participants learn effective techniques to shift students' inappropriate behaviors to avoid negative reactions and to reach the primary goal- eliminating or minimizing future occurrences. Teachers will gain the skills necessary to improve lesson and curriculum planning by evaluating their school's data with Affinity Diagramming, Framework Planning, Excel Data Filters, Excel Pivot Tables, Excel Charts, and the Lotus Flower Performance Planning. Through the thoughtful and purposeful use of current technology in a caring and committed community, teachers can be assured that they are preparing students for the future.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand:

- How to deal with difficult parents and students,
- How to create motivating homework assignments, and
- How to enhance instructional content.

2. Skills –after this course, a student will be able to:

- Apply proactive discipline practices that work in the classroom,
- Provide best practices for providing feedback on homework, and
- Arrange the physical environment to avoid classroom disruptions.

3. Dispositions – after this course, a student will be able to appreciate:

- The people, not the programs, make a school great,
- The Strategic Instructional Model, and
- Change strategies and professional development are needed to ensure sustained implementation.

Units:

1. Dealing with Difficult Parents
2. Homework Practices and Policies that Work
3. Strategies to Reduce Classroom Disruption
4. Enhancing Your Instructional Content
5. What Great Teachers Do Differently: Part 1
6. What Great Teachers Do Differently: Part 2
7. What Great Teachers Do Differently: Part 3
8. Building Integrity Based Learning Communities

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:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

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 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (30 points) <u>Requirements of Assignment:</u> -The assignment is substantially incomplete	Basic (40 points) <u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are	Proficient (50 points) <u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment.	Distinguished (60 points) <u>Requirements of Assignment:</u> -All requirements gone beyond the requirements of the Assignment. e.g., inclusion of

		underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric		rubric, reflection, objective(s), etc.— whatever the directions indicate
	<p><u>Form:</u></p> <ul style="list-style-type: none"> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p><u>Form:</u></p> <ul style="list-style-type: none"> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p><u>Form:</u></p> <ul style="list-style-type: none"> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style. <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p><u>Form:</u></p> <ul style="list-style-type: none"> -No grammatical errors -Eloquent expression -Proper citation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.

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