

**Instructor :** Knowledge Delivery Systems  
**Address:** 20 Exchange Place, 36<sup>th</sup> Floor  
New York, NY 10005  
**Email:** [info@kdsi.org](mailto:info@kdsi.org)  
**Telephone:** (800) 728-0032  
**Materials:** Internet Connection, printer  
**Course:** ED722 Creating and Managing a Successful Classroom  
**Dates:** Rolling admissions  
**Prerequisites:** Bachelor Degree  
**Number of credits:** 1

### **Course Overview**

Teachers will understand what are the appropriate ways to shift behaviors and not have students or parents leave angry, in order to reach the primary goal- not having the inappropriate behaviors happen again. It will also help 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 multiple choices made daily, 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.. 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. It is through the thoughtful and purposeful use of current technology in a caring and committed community of learners that we can best assure that we are preparing students for their tomorrow and not merely our own today. By the end of the session, teachers will have a far better handle on where to gain access to quality 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.

The seminar sheds like on accountability measures, the development of school-based content and instructional leaders, creative examples of developmental responsiveness, curriculum mapping, content integration of math skills across the curriculum, and more.

### **Instructor Overview**

Knowledge Delivery Systems maintains an online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program. Students will have the opportunity to email the educational experts that present each lecture in the course if they have any questions. If they are not able to contact the

educational expert they may contact KDS or Dave Reynolds with their questions or concerns.

**David Reynolds:**

David is an experienced historian and professor with a B.A. and M.A. in History from SUNY Buffalo and a Ph.D in History from the University of Wisconsin. He was a distinguished professor of History at Marist College from 1986-1992 and has worked as a educational consultant for New School Vision and Continuous Learning Corporation. He currently works for KDS as a course developer and educational consultant and is working with the state of Florida to optimize their education system and resources.

**Methods of instruction: Percentage of Course Credit**

Methods of instruction will include:

- 8 individual sections (15 hours)
- 8 pre assessments 0%
- 8 graded post assessments 40%
- 8 Video Lectures 15%
- Polling questions part of videos
- 8, 60-100 pages Study guides 5%
- Handouts
- Written Project 40%

**Eight topics of focus within this course:**

**Dealing with Difficult Parents**

Topic Objectives: Doug Fiore

- Redefine parental involvement
- Learn what it takes to engage parents
- Explore the obstacles to parent involvement
- Look at family configurations
- Learn the needed mindset
- Acquire the method for making parents welcome
- Have strategies to achieve successful encounters with difficult parents

**Homework Practices and Policies that Work**

Topic Objectives: Rick Wormeli

- The purposes of homework;
- How to avoid confabulation;
- How to create motivating homework assignments;
- Examples of great assignments;
- What the research says about homework;
- Best practices for providing feedback;
- Issues regarding grading and revising homework;
- The place of technology in homework; and
- Resources.

**Strategies to Reduce Classroom Disruption**

Topic Objectives: Rick Wormeli

- Why adolescents disrupt;
- What adolescents need;
- How to arrange the physical environment;

- Computer tips;
- Needed classroom routines;
- Questioning strategies;
- How to use group work;
- Proactive discipline;
- Best practices regarding homework;
- Strategies for writing;
- Grading tips;
- How to use humor; and
- How to maximize the use of team meetings.

### **Enhancing Your Instructional Content**

Topic Objectives: Dr. Don Deshler and Dr. Keith Lenz

- The Strategic Instruction Model
- The Content Enhancement Routines,
- Curriculum sorting
- The SMARTER planning process
- A variety of research-based teaching routines
- The type of school change strategies and professional development experiences needed to ensure sustained implementation.

### **What Great Teachers Do Differently: Part 1**

Topic Objectives: Todd Whitaker

- Understand why it is people, not programs, which make a school great
- State the reasons why teaching is not about ‘true/false’ but multiple choices made daily
- Articulate why we must instruct poor teachers how to teach before having them interact with parents, students and others

### **What Great Teachers Do Differently: Part 2**

Topic Objectives: Todd Whitaker

- Learn why ‘assertive discipline’ does not work in the classroom
- Realize that the most valuable gift a principle can give to teachers is...confidence
- Affirm that sarcasm is never appropriate in any instructional or classroom situation;
- Treat students with dignity and respect, 10 days out of 10, each and every day

### **What Great Teachers Do Differently: Part 3**

Topic Objectives: Todd Whitaker

- Learn that 97% of students misbehaving are seeking attention
- Commit to never using the three common methods of discipline- yelling, arguing, and sarcasm
- Accept responsibility that teachers are the variable, not programs, and that effective people take responsibility for poor performance and work to make changes in their own behavior

### **Building Integrity Based Learning Communities**

Topic Objectives: Eileen Griffin

- Definitions and Characteristics of Learning Communities
- Purposes and Goals
- Leadership
- Stages of Growth
- The Work of Learning Communities
- Challenges and Opportunities

### **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 lecture into examples and lesson plans.

Students must earn at least an 80 in order to obtain their graduate credit

**Due dates of major assignments, projects, and examinations:** Online self-running programs can be started and completed at the participants own leisure within 4 months from the day they begin the course.

**Text and/or required reading list:**

Text:

1. 480 page study guide provided in the program

Website Articles:

1. Classroom management:

<http://students.thiel.edu/tarajones/Jones%20Digital%20Portfolio/Classroom%20Environment/Classroom%20Management/Classroom%20Management.doc>

2. Managing the classroom for Learning:

[http://www.learningmatters.co.uk/sampleChapters/pdfs/RRPPS\\_Ch5.pdf](http://www.learningmatters.co.uk/sampleChapters/pdfs/RRPPS_Ch5.pdf)

**Instructor Interaction:** Must post 16 comments on the discussion board, 2 for each of the 8 topics. Each posting should be at least 3 sentences in length and related to the topic of study. The instructor will view the comments on the discussion board at the completion of the course.

**Plans for transferring skills into the work setting:**

Student will be required to complete an essay

(Attached to document)