# CEA: Professional Development for Educators Syllabus

## Course Information

**Title:** *What Great Teachers Do Differently*, T&L 2900

**Credits:** 1 Professional Development, S/U and LG

**Delivery:** Distance Based; enroll anytime, complete within 4 months

**Target Audience:** All K-12 educators

**Instructor:** Lisa Nordick, M.S.

[nordick@continuingeducationassociates.com](mailto:nordick@continuingeducationassociates.com)

**Technical Requirements:** Any up-to-date internet browser

**Course Material:** The following book is required for this course:

Whitaker, Todd. [What Great Teachers Do Differently: 17 Things That Matter Most](https://www.amazon.com/What-Great-Teachers-Do-Differently/dp/1596671998/ref=sr_1_1?ie=UTF8&qid=1489184537&sr=8-1&keywords=what+great+teachers+do+differently+17+things+that+matter+most). New York: Routledge, 2013. Print. Or the newer edition is fine.

## Description

Based on the book *What Great Teachers Do Differently*, this course explores characteristics of effective teachers. Matters such as; how effective teachers view their classrooms and students, how they prioritize, and what drives their decisions will be highlighted. This course will present an opportunity for teachers to examine their own effectiveness as well as to refine their skills as preferred.

Comprised of 19 mini lessons, the course offers information and ideas on teacher effectiveness for those who aspire to improve classroom settings and student learning outcomes.

## Course Purpose

The purpose of this course is to introduce educators to the key characteristics of effective teachers as to enhance student achievement and classroom settings overall.

## Course Objectives/Outcomes

1. Develop an awareness of the characteristics of effective teachers
2. Examine their own effectiveness in the classroom
3. Refine their teaching practices as to enhance student achievement
4. Write a final Reflection and develop a corresponding plan of action

## Preliminary comments for modules

As you read the material, bear in mind how the information might apply to you in your personal settings, to your students, and moreover, how it may benefit you as an educator. As you read the material or at the end of each chapter, note your reflections, as they will form the basis of a written summary that will accompany a final project due at the course end.

### Module 1: Section 1, *Why Look at Great?*

1. **Read:** Section 1, Why Look at Great?
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
3. What do you agree with in the reading?
4. What might you oppose in the reading?
5. What did you learn from the reading?
6. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
7. Is there anything compelling in the reading that you would take special note of?
8. How might you implement what you learned in the reading?
9. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 2: Section 2, *It’s People, Not Programs*

1. **Read:** Section 2, It’s People, Not Programs
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 3: Section 3, *The Power of Expectations*

1. **Read:** Section 3, The Power of Expectations
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 4: Section 4, *If You Say Something, Mean It*

1. **Read:** Section 4, If You Say Something, Mean It
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 5: Section 5, *Prevention versus Revenge*

1. **Read:** Section 5, Prevention versus Revenge
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 6: Section 6, *High Expectations – For Whom?*

1. **Read:** Section 6, High Expectations – For Whom?
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 7: Section 7, *Who is the Variable?*

1. **Read:** Section 7, Who is the Variable?
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 8: Section 8, *Focus on Students First*

1. **Read:** Section 8, Focus on Students First
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 9: Section 9, *Ten Days Out of Ten*

1. **Read:** Section 9, Ten Days Out of Ten
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 10: Section 10, *Be the Filter*

1. **Read:** Section 10, Be the Filter
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 11: Section 11, *Don’t Need to Repair – Always Do Repair*

1. **Read:** Section 11, Don’t Need to Repair – Always Do Repair
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 12: Section 12, *The Ability to Ignore*

1. **Read:** Section 12, The Ability to Ignore
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 13: Section 13, *Random or Plandom*

1. **Read:** Section 13, Random or Plandom
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 14: Section 14, *Base Every Decision on the Best People*

1. **Read:** Section 14, Base Every Decision on the Best People
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 15: Section 15, *In Every Situation, Ask Who is Most Comfortable and Who is Least Comfortable*

1. **Read:** Section 15, In Every Situation, Ask Who is Most Comfortable and Who is Least Comfortable
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 16: Section 16, *Put Yourself in Their Position*

1. **Read:** Section 16, Put Yourself in Their Position
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 17: Section 17, *What About These Darn Standardized Tests?*

1. **Read:** Section 17, What About These Darn Standardized Tests?
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 18: Section 18, *Make It Cool to Care*

1. **Read:** Section 18, Make It Cool to Care
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 19: Section 19, *Clarify Your Core*

1. **Read:** Section 19, Clarify Your Core
2. **Reflect:** After (or while) you have read the topic(s), think about the following:
   1. What do you agree with in the reading?
   2. What might you oppose in the reading?
   3. What did you learn from the reading?
   4. Is there anything noted in the reading that you are already doing relative to “effective teaching”?
   5. Is there anything compelling in the reading that you would take special note of?
   6. How might you implement what you learned in the reading?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 20: Final Reflection and Plan of Action

1. **Summary paper.** Be sure to include:
   1. Each of the specific reflections for each reading (items 1 to 6 under each module)
   2. How this information might help you in the classroom
   3. How this information might compare to school efforts, if such efforts exist
2. **Plan of Action.** Develop a plan of action focused on how you will practice what you have learned and thereby improve student learning. Be sure to include a rationale for the plan along with specific takeaways from the readings. Note both the “what’s and how’s” for implementation. Note any obstacles you might encounter with action plans along with potential resolutions. Also include an anticipated timeline for execution.

## Grading Requirements

Students complete course assignments as described in the modules. The course is graded according to quality of the assignments completed. I respond to questions in one to three days, usually one. Please feel free to contact me at [nordick@continuingeducationassociates.com](mailto:lisa.nordick@continuingeducationassociates.com) should you have any questions about requirements or related information.

### Assignments and Projects

The following assignments are required for this course.

|  |  |  |  |
| --- | --- | --- | --- |
| Requirements | Title | Hours | Percent of time |
| Modules | Read/Reflect/Note | 9 | 60 |
| Write | Reading Summary | 3 | 20 |
| Practice | Plan of Action | 3 | 20 |
| Total Hours |  | 15 | 100% |

### Evaluation and Grading

The final reflection will be analyzed for quality of work and evidence of reading of the assigned materials. In particular; clarity of writing/presentation, organization of information and material, and accomplishment of the required activity and corresponding summary will be assessed.

* A/S = 94% or above
* B/S = 84% or above
* C/S = 74% or above
* F or U = less than 74%

## Course Policies

The following policies will be used in this course.

### Instructor Feedback

The instructor will return all emails within 3 days and issue assignment grades within 5 days of submission.

### Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the [UND Code of Student Life; Appendix IIIa-3](http://und.edu/student-affairs/code-of-student-life/).

## Grading Rubrics

This course will use the following rubrics for evaluation of completed work.

### A. Writing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Focus | Writing does not address the assigned topic and is largely unresponsive. | Subject is clear although it misses some important elements of the assigned topic. | Writing addresses the assignment adequately. | Writing addresses the assignment exceptionally and is thorough. |
| Synthesis | Extremely limited use of examples from the readings and research. | Some use of examples and specifics from readings and research. | Substantial use of examples and specifics from readings and research. | Exceptional use of examples and specifics from readings and research. |
| Development of  Argument | Writing and  reflections not  coherent, showing little development of or relationship among ideas. | Sequence of ideas is traceable – although structure is faulty. | Ideas are well developed with transitions and a structured presentation. | Exceptionally well developed ideas with smooth transitions and sophisticated presentation. |
| Organization | Incomplete editing is evident as seen in prevalent unassimilated ideas, unnecessary information, idea repetition, and/or the absence of flow/transitions. | Some editing is evident and ideas are better expressed and backed up. Still somewhat disjointed with problems in flow and transitions. | Writing has been edited with only minor organizational flaws remaining. | Writing is exceptionally well edited. Sentences are clear and logical. The paper has almost no organizational flaws. |
| Mechanics and Language | Paper is seriously impacted by numerous errors in word choice, grammar and/or mechanics that limit effectiveness. | Paper has an accumulation of errors in word choice, grammar and/or mechanics that inhibit clarity. | Paper might have a few errors in word choice, grammar and/or mechanics. | Paper is generally free from errors in word choice and/or mechanics. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |

### B. Activity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Strategy Implementation | Effectiveness of implemented strategy is unclear.  Relationship to need is not evident. | The strategies are clearly related to the demonstrated needs of the school/classroom.  The effectiveness of the strategies is evident.  The strategy is in line with the course goals and objectives. | The strategies are clearly related to the demonstrated needs of the school/classroom.  The effectiveness of the strategies is clearly stated detailing the points which were instrumental in the success.  An analysis is made of the success and includes recommendation for needed adjustments. | The strategies are clearly related to the demonstrated needs of the school/classroom and incorporate an explanation of the related reading.  The activity contains a synthesis of the reaction of the individuals involved in the implementation.  Examples of the components (activities, student reactions, etc.) are included. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |