



Improving instruction through classroom management, increased student engagement, and student autonomy

Worcester State College and Brunell and Cavanaugh Consultants

Instructors: Arthur Brunell BA, MA & Carol Cavanaugh, BA, MAT, PhD

Spring Semester: June 26 & 27, 2017 (12:30-4:30, St. Mary's School, Shrewsbury)
and Online during July

Course Rationale:

Students achieve best when they are *prepared* to learn, when they *want* to learn, and when they believe they *can* learn. How can teachers move all students toward these requisite conditions? Through improved classroom structures—including decreasing downtime, using new management techniques, and employing behavior modification plans—teachers can increase time on learning, regaining minutes daily and hours weekly. Further, when students are engaged in the learning, that is they are genuinely interested in and interacting with the content, students make lasting gains. As a self-check, teachers need to ask themselves frequently: “What are the students doing from the neck up?” And, when teachers guide students toward an understanding of their personal strengths and weaknesses so that some autonomy for learning is handed over to the students, learners take a new found responsibility and a desire to experience success, albeit incrementally. In education what often matters most is the way that students feel about themselves, their relationships with teachers, and their relationships with peers.

Course Objectives:

Public school teachers in Massachusetts will be challenged to forge student relationships that serve as the foundation for learning readiness. Teachers will learn how to establish the conditions that lead to being prepared to learn and wanting to learn. New classroom routines will be presented that reduce managerial time and increase instructional time. Teachers will learn how to make the content interesting and how to create lessons that transfer more “doing” to the students, and by “doing,” we mean transcending “busy work” and challenging students with meaning-making and inquiry based activities. Before the close of the course, teachers will create data charts that hand much responsibility over to the learners themselves, which will prove motivating to the students as they conduct their own progress monitoring and assess their own growth. Ultimately, teachers in all disciplines will leave this course prepared to *better manage, engage, and guide their students*.

This is a HYBRID course with some online work/activity/collaboration.

Teachers will earn 3 graduate credits and 67.5 PDPs for this course.

\$700 tuition includes all fees except additional \$25

non-refundable registration fee which secures place in class.

To enroll, contact Arthur Brunell at abrunell@worcester.edu