

Course Information

Earn up to three Graduate Level Credits by developing practical activities and writing assignments Based on a Time to Teach seminar.

University of Massachusetts Global will award 1, 2, or 3 semester hours of graduate level professional development credit based upon successful completion of course requirements. These credits are not part of a degree program but instead are used for professional advancement (such as salary increment steps and recertification). Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements.

Course Requirements

1. Attend and participate in the entire seminar or listen to the complete audio seminar.
2. Develop practical activities and writing assignments based on the course presentation to be implemented in your classroom or program, geared to students, staff or others, based on your position. Each credit requires seminar attendance and 3 activities:
 - 1 credit = 3 activities
 - 2 credits = 6 activities plus 5 writing assignments
 - 3 credits = 9 activities plus 10 writing assignments
 - 4 credits = 12 activities plus 10 writing assignments
3. Conduct the activities in your classroom/work setting. [Refer to \(FAQs\) if not currently in a classroom setting.](#)
4. Complete your work individually; no group work is permitted.
5. Complete a paper for each activity. Each paper must be at least one full page (not including documentation), single-spaced, in a 12 point font with one inch margins. Use and clearly label, the subheadings below.
 - a. **Activity Description:** Describe each activity in detail, using narrative form (complete sentences, no bullets or numbering). List all materials used (e.g. handouts, books, props, etc.) Describe each activity thoroughly as if the reader were not familiar with the topic.
 - b. **Learning Objectives:** Write specific learning objectives for each activity. Include what you wish to achieve and how you will accomplish it.
 - c. **Appropriateness of Activities:** Explain how the activities meet appropriate developmental needs of the participants/students.
 - d. **Correlation of Activities to the course:** Discuss how the activities relate to the session content.
 - e. **Student Evaluation and Assessment:** Evaluate the students' learning experience and describe the assessment methods. Relate the assessment to objectives stated in B above. Include samples of the assessment tools, if applicable.
 - f. **Self-Evaluation:** Write a self-evaluation of your own strengths and weaknesses as you developed and implemented the activity. Discuss what you would do differently next time and suggest areas for improvement.
 - g. **Documentation:** Include documentation for each activity (e.g. student samples (photos of samples are fine), handouts, or lessons plans). Samples should be limited to 1 or 2 pieces for each activity.
6. Writing Assignments - Using the Time to Teach Resource Manual select assignments from the list below, 5 for two credits and 10 for 3 credits. Read the indicated pages and answer the question. Label your assignment with the indicated number. **Each assignment must be one page single spaced. Use a 12 point font and one inch margins.**
 1. Read pages 63 -67. Explain the need for effective classroom management training.
 2. Read pages 68 -70. Summarize the five core beliefs of Time to Teach.
 3. Read pages 78 – 95. Explain the importance of each of the following: (1) Seating Arrangement, (2) Lighting, (3) Color, (4) Scent, (5) Music.
 4. Read pages 99 – 106. Compare and contrast the different teaching styles.
 5. Read pages 108 – 117. Identify and explain 10 ways to develop good rapport with students.
 6. Read pages 134 – 141. Explain the rationale and steps for doing a “Teach-To.”

7. Read pages 145 – 155. List the four “diffusers. Give an example of how to use one of these. List and explain four early intervention strategies.
 8. Read pages 27 – 34. Explain the steps for using “Refocus.”
 9. Read pages 158 – 164. Explain the steps for responding to an emergency situation.
 10. Read pages 180 – 194. Explain how you would develop a school-wide discipline management plan.
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7. Submit all your activities and writing assignments in one report. The report must include a title page with:
 - Your name
 - UMass Global ID # (refer to confirmation email)
 - Number (EXXX 9XXX) and Title of the course
 - Brief (one paragraph) description of the course
 - Your grade level
 - Number of students
 - Any special information about your student population (e.g. at risk, ESL, etc.).
 8. Do not send the paper in a report cover.

Grading

You will be graded on the overall quality of the paper, which includes the format, grammar, spelling, punctuation, required length, as well as inclusion of each of the components listed above, title page, activities, activity sub-headings etc. See the rubric below for specifics.

The final report is due (postmarked) six months from the date of the session. Your report will not be returned to you. Grading may take up to four weeks from receipt of your paper. You will receive email confirmation when your grade is posted, with instructions on how to order a transcript. You will also receive a grade rubric by mail.

Practicum (20 points)			
Components	Pts	Components	Pts
Title Page (0-2 points) 2 – Includes all information described in report requirements 1 – Most information included 0 – Incomplete or not included		Student Evaluation and Assessment (0-2 points) 2 - Thorough and relates clearly to learning objectives 1 - Evaluation not detailed or unrelated to objectives 0 - Evaluation not present in all activities or too general/vague	
Activity Description (0-4 points) 4 – Outstanding, detailed descriptions of all activities 3 – Good, detailed descriptions of all activities 2 – Good descriptions of most activities 1 – Most activities only meet minimum standards 0 – All descriptions are incomplete or poor		Self-Evaluation (0-2 points) 2 – Includes detailed, thorough self-evaluation of strengths and weaknesses and makes suggestions for improvement 1 – Self-evaluation is present but requires more detail 0 – Self-evaluation is absent	
Learning Objectives (0-3 points) 3 – Goals and objectives written clearly and specifically 2 – Goals and objectives stated in general or vague terms 1 – Goals and objectives not included with every activity 0 – Goals and objectives not included at all		Documentation (0-3 points) 3 – Clear examples of documentation for every activity are attached 2 – Examples of documentation for 2 out of 3 activities attached 1 – Examples of documentation for 1 activity is attached 0 – No examples of documentation are attached	
Appropriateness of Activities (0-1 point) 1 – Activities appropriate for grade and ability levels 0 – Activities inappropriate or targeted students not defined		Quality of Overall Paper (0-2 points) 2 – Graduate quality, with correct format, grammar, punctuation, and spelling 1 – Some format, grammar, Spelling and punctuation errors, and/or less than required length 0 – Multiple errors and/or was less than required length	
Correlation of Activities to Event (0-1 points) 1 – All activities correlated to seminar topic 0 – Correlation of activities to seminar was unclear		Total Points	
Grade Scale: A = 20-18, B = 17-16, C = 15-14, No Pass = 13 - below		Grade (one credit assignment)	
Writing Assignments (15 or 30 points)			
Grading Criteria:		Assignment:	Pts
3 - Topic is addressed thoroughly and is required length. Presentation of materials is well organized with correct grammar, spelling and punctuation 2 - Topic reflects good effort. Presentation of materials is adequate but needs attention to grammar, spelling, punctuation and/or organization 1 - Assignment is not thorough and/or does not relate to topic. Materials are difficult to read, poorly organized, and/or less than required length 0 - Assignment is missing, inappropriate to course goals, or does not follow course requirements		Writing Assignment 1	
		Writing Assignment 2	
		Writing Assignment 3	
		Writing Assignment 4	
		Writing Assignment 5	
		Writing Assignment 6	
		Writing Assignment 7	
		Writing Assignment 8	
		Writing Assignment 9	
		Writing Assignment 10	
		Total Points	
GRADE SCALE: A = 35 - 32, B = 31 - 27, C = 26 - 24 No Pass = 23 - Below		Grade (two credit assignment)	
GRADE SCALE: A = 50 - 45, B = 44 - 40, C = 39 - 35 No Pass = 34 - Below		Grade (three credit assignment)	