



Creating Energy from your Class

CEUs: 3/ Fee: \$65.00 or Free w/Annual Support Package

Facilitator: EYPD Faculty
Phone: 855-984-1756
Email: Registration@earnyourpd.org
Address: P.O. Box 4205 | Brandon, Mississippi 39047
Technical Support: helpdesk@earnyourpd.org

Introduction

Welcome to Creating Energy in Your Classroom, an online professional development course designed specifically for educators. This course encourages you to implement new strategies or refine existing ones in your classroom. Though the topic itself isn't new, it's important for educators to regularly refresh and retool their approaches. Reflecting on your current instructional methods and planning practices is an essential aspect of teaching. Educational ideas evolve—some may reappear under different names, while others fade away.

Much like an object needs energy to move, students need active roles that challenge their thinking and push beyond the limits of the traditional classroom setting. To create such an environment, you'll need to step outside your comfort zone, engage with class assignments, and collaborate with others. This course will explore ways to foster this energy across different subject areas, helping you inspire and energize your students.

This course will focus on the following modules:

- **Flow of Energy | Where is your energy going**
- **Multiplicative Inverse Energy Flow | Feed off their energy!**
- **Students Take ownership of learning | Make the learning matter relevant!**
- **Create Action Plan | S.M.A.R.T Goals**

Academic Integrity Statement

The structure and format of most online courses presume a high level of personal and academic integrity in completing and submitting coursework. Individuals enrolled in an online professional development course are expected to adhere to the following standards of academic conduct.

Academic Work

Coursework submitted by the individual shall be the educator's work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group-prepared) materials as if they are one's work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with the knowledge that these materials or information will be misused.



Violations of the aforementioned academic standards may result in loss of credit for the course.

Level of Application

This course is designed to be highly informational for educators to apply in educational settings. The strategies are appropriate for the remediation of challenging behavior in students.

Course Expectations:

Upon completion of the units in this professional development course, educators should:

- ✓ Know the terminology in the areas of behavior management, self-management, and cognitive-behavior modification
 - ✓ Know the relative merits and limitations of the behavioral and social-cognitive approaches to behavior management
 - ✓ Apply the classroom management strategies covered in the course to the behavior problems of their students
 - ✓ Diagnose behavior problems and assess the efficacy of classroom management interventions
 - ✓ Increase the probability of students performing better academically
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Course Description

Some of the most successful educators know how to harness their students' energy to fuel learning. The learning process can be truly remarkable if you take a moment to appreciate it. Are you so stressed and focused on benchmarks, milestones, and objectives that you've lost the ability to enjoy your students—even those with challenging behaviors? If so, you may find yourself feeling unhappy, irritated, unmotivated, and less productive.

However, when educators take the time to embrace every aspect of their students and recognize the powerful influence they have on them, they can find renewed joy and purpose. This mindset allows educators to engage in more meaningful discussions with their peers, share valuable insights in forums, and ultimately see academic gains within the classroom.



Course Units

Unit 1: Flow of Energy | Where is your energy going?

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on the **Flow of Energy**. Score 100% on the **Flow of Energy** quiz.
- Share at least one technique implemented or enhanced

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Complete the reading assignments	5%
Discussion	Understanding your students	5%
Assessment	Quiz from reading assignments	5%
Assignment	Lesson Plan Snippet	5%
Assignment	Peer Observation	5%



Unit 2: Multiplicative Inverse Energy Flow | Feed off their energy!

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Multiplicative Inverse Energy Flow**.
- Score 90 to 100% on the **Multiplicative Inverse Energy Flow** quiz.
- Share at least one technique implemented or enhanced

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Complete the reading assignments	5%
Discussion	Responsibility vs. Obedience	5%
Assessment	Quiz from reading assignments	5%
Assignment	Lesson Plan Snippet	5%
Assignment	Peer Observation	5%



Unit 3: Students Take Ownership of Learning | Make the Learning Matter Relevant!

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **Students Take Ownership of Learning**.
- Score 90 to 100% on the **Students Take Ownership of Learning** quiz.
- Share at least one technique implemented or enhanced

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assignment	Complete the reading assignments	5%
Discussion	Building Relationships	5%
Assessment	Quiz from reading assignments	5%
Assignment	Lesson Plan Snippet	5%
Assignment	Peer Observation	5%



Module 4: Create Action Plan | S.M.A.R.T Goals

Upon completion of this unit, the educators are expected to:

- Creating an Action Plan for Creating Energy in the Class
- Use S.M.A.R.T. process to create the goals
- Share their ideas with other educators (workshop and school).

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Reading - Review	S.M.A.R.T. Documentation	5%
Assessment	Creating an Action Plan	5%
Assignment	Upload Action Plan	5%



Earn It – Final Wrap-up

Upon completion, the educators are expected to have more depth of knowledge of the course objectives.

Graded Activities and Deliverables

Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Assessment	Complete the Reflection Assessment	Required to Pass



References:

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(2017). 20 Teaching Tips: High-Energy Students Retrieved from <http://teachtrainlove.com/20-teaching-tips-high-energy-students/>

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● Provenzano, Nicholas (2014, February 24). Common Modifications and Accommodations. Retrieved from <https://www.edutopia.org/blog/make-meaningful-connections-with-students-nick-provenzano>

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● Tbondclegg (2015, November 19). Connecting with Students. Retrieved from <https://makinggoodhumans.wordpress.com/2015/11/19/connecting-with-students/>

● Haynes, Kim (2017). Empowering Students to Take Ownership of Learning. Retrieved from <http://www.teachhub.com/empower-student-to-take-ownership-of-learning>

● Carpenter, Jeffrey (2013, June 13). How to Help Students Take Ownership of the Learning Process. Retrieved from <http://pdkintl.org/blogs/classroom-tips/help-students-take-ownership-of-the-learning-process/>

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● Fletcher, Adam (2017, April 19). Student Ownership and Meaningful. Retrieved from <https://soundout.org/student-ownership/>