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## Creating Energy from your Class

CEUs: 3

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### Introduction

Welcome to *Creating Energy from your Class*, an online professional development course geared primarily for educators. This course requires educators to implement new or improve current strategies for your current classroom. While the topic is not new, it does help to refresh and have educators retool themselves. Reflecting on current instructional and planning practices are a necessary part of the teaching. Ideas come and go. Some ideas stay the same but restated in different names. Without energy an object does not move. That object no longer has an active role. Students must have a role that puts them in a position to think and take the limits away within the structured school setting. You must be willing to move out of your comfort zone with class assignments and collaboration. This course will explore this area to expand across subject areas.

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**
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### Academic Integrity Statement

The structure and format of most online courses presume a high level of personal and academic integrity in completion and submission of 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 own 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 own 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 knowledge that these materials or information will be used improperly.

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

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### **Level of Application**

This course is designed to be an informational course with application to educational settings. The strategies are appropriate for the remediation of challenging behavior in students.

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### **Course Expectations:**

**Upon completion of the Units in this online professional development course, educators should:**

- ✓ Assess the energy within their class and instruction
  - ✓ Lead peer discussions regarding the course topics
  - ✓ Write a reflection response for *Creating Energy in the Classroom*
  - ✓ Influence others to make thoughtful additions to their energy flow
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### **Course Description**

Some of the most academically successful educators understand how to correctly use the energy of students to propel learning. The learning process is amazing if you find time to see it. Are you so stressed/focused with students reaching benchmarks, milestones and reaching objectives that you can't enjoy the learning process? After all the preparation, assessments, new strategies, training and professional development what's left? What do you have left in the tank? Take time to enjoy your students even the most challenging behaviors. If not, you may become unhappy, irritated, unmotivated and not productive.

This course also helps to strengthen educators' ability to enjoy every aspect of their students and the awesome power of influence on them. Educators will be able to present relevant and interesting discussion with other educators in forums. Educators will see academic gains in the classroom.

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## 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 “**Flow of Energy**”.
- Score 90 to 100% on “**Flow of Energy**” quiz.
- Share at least one technique implemented or enhanced.

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 1	Assignment	Complete the reading assignments	5%
	Discussion	Flow of Energy	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 **“Multiplicative Inverse Energy Flow”** quiz.
- Share at least one technique implemented or enhanced.

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 2	Assignment	Complete the reading assignments	5%
	Discussion	Multiplicative Inverse Energy Flow	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 **“Students Take Ownership of Learning”** quiz.
- Share their ideas with other educators (workshop and school).

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 3	Assignment	Complete the reading assignments	5%
	Discussion	Students Take Ownership of Learning	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%



**Unit 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, Assignments, Activities	Reading - Review	S.M.A.R.T. Documentation	Suggested
	Assignment	Creating an Action Plan	15%
	Assessment	Upload Action Plan	10%



## Earn It – Final Wrap-up

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

Assessment	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Writing guidelines for reflection is located within course	Assessment	Complete the Reflection Assessment	<b>Required to Pass</b>



## Some References:

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- (2017). 20 Teaching Tips: High-Energy Students Retrieved from <http://teachtrainlove.com/20-teaching-tips-high-energy-students/>□
- Lee, Andrew (2017). 3 Ways to Make Meaningful Connections With Your Students. Retrieved from <https://www.understood.org>□
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