



EDCU 9967: Visualize It

Transcript Title: Visualize It

Details:

- **Prerequisite:** Attend The Foundational Skills (in-person or on-demand) and Keeping Them in the Room (in-person) workshop led by The Catalyst Approach.
- **Credit:** Three (3) Semester graduate-level professional development credit (4.5 quarter credits) through University of Massachusetts Global. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily 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. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** \$360
- **Dates:** We can accommodate individual requests to submit registrations at any time. Course requirements and payment must be confirmed prior to receiving a transcript.

Registration and payment

1. Register and pay online at www.thecatalystapproach.com

Course Description:

Visuals help create clarity for students and increase energy for adults by reducing the amount of times they need to repeat information. In this course, you will learn new strategies you can implement to promote even more clarity and understanding for students.

Learning Outcomes:

1. Gain an even deeper understanding of the importance of visuals
2. Implement to help create even more clarity and independence in the classroom
3. Implement that lead to even more time for curriculum
4. Reflect on the impact that these strategies have on individual students as well as the class as a whole

Course Materials

Review strategy summaries from The Foundational Skills (in-person or on-demand) and Keeping Them in the Room (in-person). A PDF can be downloaded if you need an additional copy.

Assignment Description (8-10 double-spaced pages total)

Part 1: Reflecting on Create a To Do List (1-2 pages)

1. In the Whole Group book or PDF, read the Create a To Do List page
2. In your own words, write a one paragraph description on the strategy
3. Write 3 paragraphs on the impact this strategy has had on your students as well as the impact that implementing this strategy has had on you.

Part 2: Incorporate a variety of new visual strategies (5 pages; 1 per strategy)

4. In the Whole Group and Keeping Them in the Room book or PDF, read the summaries of the following strategies and choose five to study more deeply
 - Create a Safety Net

*While clock hours are available to all interested participants, there is no graduate credit available for simply participating in the face-to-face workshop. The workshop is a prerequisite to this coursework.

Updated: 3/24/25

- Welcome Them
 - Create a Tiny Task
 - Silently Select
 - Give a Heads Up
 - Give a Yellow Light
 - Visually Represent It
 - Draw It Out
5. Choose and create a permanent location in your room where you can represent information visually on the fly. In at least one page, answer the following questions
 - Why did you choose that location?
 - Were there roadblocks to choosing this location?
 - What impact has having this location had on your students?
 - What impact has having this location had on you?
 - When do you most often find yourself using this location?
 6. Read and respond to the prompts for each of the five strategies you chose, at least one page per strategy.
 - In your own words, describe each skill
 - Describe the impact implementing the skill has on student connection
 - Describe the impact the skill has on student independence
 - Describe the impact this skill will have on decreasing the amount of stimuli in your classroom
 - Thinking of the five skills you chose, answer the following questions:
 - What aspects of implementing this skill will come more naturally and which will take more practice?
 - How could this strategy encourage even more clarity for students?

Part 3: Impact (2-3 pages)

Honest self-reflection is necessary to bring about change.

1. Describe some of the challenges you have encountered. Explain a time when implementing one of these new skills would have been helpful.
2. Looking forward, describe the impact that focusing on deeper implementation might have on you.
3. Describe the impact this will have on your students
4. Describe the challenges you have faced or anticipate facing as you focus on implementation of these skills.
5. Document an action plan or questions you have that will drive your future learning

Assignment Submission

Submit completed coursework via the form on the Catalyst website.

Grading and Transcript

For a letter grade of an A, address all prompts and meet the length requirement. Any assignments that are not high enough quality (depth of writing, etc.) will be returned to the student for revising

For an official transcript, visit:

<https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests>

Bibliography

Brickman, J. & Burns, N. (2018). *Keeping Them in the Room* (ISBN 978-1-955753-06-7). Jacki Brickman, Inc.

Brickman, J. & Burns, N. (2018). *Whole Group Classroom Leadership and Support* (ISBN 978-1-955753-02-9). Jacki Brickman, Inc.

*While clock hours are available to all interested participants, there is no graduate credit available for simply participating in the face-to-face workshop. The workshop is a prerequisite to this coursework.

Updated: 3/24/25