EDCU 9968: The Foundational Skills Project
Transcript Title:

Details
- **Prerequisite:** Attend The Foundational Skills face-to-face or on-demand 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:
Successfully implement The Foundational Skills in a classroom setting while using the Foundational Skills Implementation Project binder to visually support your progress.. The goal is to apply your learning from the class to help you increase your use of the skills so you can focus yourself and your students on connection and curriculum.

Learning Outcomes:
1. Be even more proactive and equitable in your practice
2. Simultaneously support individuals and keep the rest of the group engaged in learning
3. Increase your flexibility and reduce surprise
4. Prioritize connection over compliance
5. Facilitate group discussions that increase student voice and reduce anxiety
6. Reflect on the impact teacher behaviors have on student behaviors

Assignment Description
Part 1: Orient to the Project
- Read sections 1 and 2 of the Foundational Skills Project binder to become familiar with the structure and components of the project.

Part 2: Measure your Progress
- Your Foundational Skills Project binder is set up for you to set goals and reflect on those goals throughout your implementation journey. To begin this progress, complete the Self-Assessment in Section 3: Measure Your Progress. After reviewing your assessment, you may opt to build gradually, starting with one skill and then adding additional skills as you feel each one is solid until you are working on all the foundational skills collectively. To indicate which context and skills you will be working on, you will use the post-it notes provided in the binder.
- Section 4: Context: Get and Shift Their Attention:
  - Skills: Get Ready, Get Set, Get Noticed, Watch and Wait, and Anchor with a Whisper
- Section 5: Engage Them During Instruction
  - Skills: Signal the Mode, and Monitor and Adjust

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- Section 6: Set Them up for Success
    - Skills: Create a To Do List, Check for Understanding, and Set Stamina
- Section 7: Support Their Success
    - Skills: Lead & Empower and Linger & Look Back

Part 3: Examine Your Own Perceptions
- Before working on your chosen skill in the Foundational Skills Binder, complete the Examine your own Perceptions section and take the Self-Assessment for your chosen context. This will need to be completed for each section though the order in which it is completed is entirely up to you.
    - Section 4: Get and Shift Their Attention
    - Section 5: Engage Them During Instruction
    - Section 6: Set Them up for Success
    - Section 7: Support Their Success
- After Examining your own Perceptions, you will reflect by answering the following questions in each section:
    - Both in knowledge and application, around which skills/components do you feel most solid?
    - Both in knowledge and application, around which skills/components do you feel less confident?
    - Which skill or component do you predict will be easier to remember?
    - Which skill or component do you predict will be hardest to remember?
    - Which skill or component do you predict will be easiest to do?
    - Which skill or component do you predict will be hardest to do?

Part 4: Access Support and Monitor Progress
- During your implementation process, you will need to access support from your colleagues and a Catalyst Coach.
- Whenever a coach is available, sign up for Implementation Support to help track your progress, brainstorm, and receive options on ways to make your implementation even better.
- For each Context, sign up for data collection so you can receive your baseline implementation and then track and reflect on your growth.

Part 5: Pull it all Together (Annual Certification)
- Complete all of the steps listed under Section 8 in the Foundational Skills Binder
    - Take the Self-Assessment and answer the reflection questions:
        - What new insight/understanding do you have about any of the skills?
        - Which skill or skill component do you predict will be hardest to remember?
        - Which skill or skill component do you predict will be easiest to do?
        - Which skill or skill component do you predict will be hardest to do?

    - Collect/Analyze Baseline Data and answer the reflection questions:
        - Examine your baseline data. How long has it been since your baseline data was collected?
        - What variables are different now compared to when you took your baseline data?
        - How do your perceptions from the self-assessment align with your baseline data?
    - Have a Catalyst Evaluator collect data on the 12 Foundational Skills
    - Set your Implementation Goals and answer the reflection questions:
        - Which skills are you implementing at over 50%
        - Which skills do you need to refine?
    - Continue to access support from a Catalyst Coach.

Part 6: Impact (After earning your annual certification)
In a minimum of 2 pages, describe the impact that focusing on consistent implementation of all the foundational skills in concert with each other has had on:
1. Your teaching
2. Your energy level
3. The time spent on discipline & redirection
4. The group's learning
5. Specific individuals in your group

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6. Impact of using all the foundational strategies together as compared to using one or two skills in isolation or occasionally
7. Impact of having the Foundational Skills Binder to review and reflect on your implementation process
8. Challenges you are still having
9. Action plan of next steps for your own learning

Coursework Submission
Submit your coursework in the online platform.

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

Brickman, J. & Burns, N. (2024). *The Foundational Skills Project Binder* [PDF]. Jacki Brickman, Inc.

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