



Summer 2025

Course Title: Teaching Moves: Bite-sized Techniques to Transform your Classroom

Number of Credits: 3 (45 hours of new learning)

Level: Level: Graduate

Course Code: EDX 5710 S08

Dates: Mon, July 7 – Fri, August 15, 2025

Times: Online synchronous meetings: Weds, July 9, 3:00 - 4:30 pm
Weds, July 16, 3:00 - 4:30 pm
Weds, July 23, 3:00 - 4:30 pm
Weds, July 30, 3:00 - 4:30 pm

Format: Online (mix of synchronous and asynchronous)

Remote Learning Technologies: Zoom, Google Docs, organization website

Location: Online

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Sponsor: Teach Local, LLC

Publicize my Course on the Castleton website: ☒ Yes ☐ No

Course Cost to Student: \$1195

Course Description:

Small shifts can make an enormous difference. This course centers on small “teaching moves” that middle and high school teachers can use to make their jobs more efficient while better supporting their students. We’ll focus primarily on the greatest challenges teachers face: classroom management, work-life balance, designing engaging and well scaffolded lessons, and assessing what students know.

This course is **not** a general theory course. Instead, we will learn and practice **specific, actionable** techniques used by experienced educators. Participants will come away with new tools they can use immediately in their classrooms.

Throughout the course, participants will have the opportunity to talk through challenges and solutions with a community of other educators. Upon completion, they will walk away with new skills, connections, and a robust plan to integrate what they have learned into their own classrooms.

Audience: Teachers in middle and high school settings, all subjects

Course Goals:

Teachers will:

- 1) Create meaningful relationships with other teachers; share challenges, successes, advice, and support with one another.
- 2) Build competence and confidence in actionable, evidence-based instructional and assessment techniques designed to support all students.
- 3) Develop a detailed vision of how they will integrate what they’ve learned into their lessons in the upcoming school year.

Course Objectives:

By the end of the course, participants will be able to:

- Uncover (or refresh) why they teach and what sustains them in their day-to-day experience in the classroom. (maps to goal #1)
- Share successes, challenges, and aspirations with fellow educators while exchanging ideas and strategies in a supportive community of practice. (goal #1)

- Confidently (re)design lessons to effectively scaffold content and support all learners. (goal #2)
- Explore and practice using at least two new techniques to formatively assess and provide immediate feedback to students. (goal #2)
- Consider new classroom management techniques and make a plan to utilize at least two in the coming school year. (goal #2)
- Develop a detailed model lesson to practice techniques and serve as a template that can be integrated into one's practice throughout the school year. (goal #3)

Course Schedule:

Module #1: Mon, July 7 - Weds, July 9

Theme: Small Moves Framework and Staying Resilient in a Demanding Job

In this module we'll introduce the concept of "small moves" as a guiding framework for our class, and will apply this framework as we explore concrete practices to positively influence day-to-day teacher wellbeing and resilience. We will start by centering moments of success and joy in our classrooms, and build a roadmap of how we hope to further develop our craft in the next several weeks. We'll also begin to build relationships among our cohort of participants.

Components	Modality	Activities and Assignments
Part 1: Introduction to the "small moves" framework	Asynchronous (~1.5 hours)	• Watch: - course welcome and overview - small moves framework • Read: - <i>Teach Like a Champion</i> (excerpt from introduction)
Part 2: Finding Joy and Resilience in a Demanding Job	Asynchronous (~2.5 hours)	• Watch: Practices for finding joy and building resilience • Read: - <i>The Joyful Teacher</i>, Ch. 1, pp. 1 - 27 - Practicing Positive Leadership (Cameron, Ch 3, pp. 49-57)
Part 3: Assignments	Asynchronous (~3 hours)	• Assignments: - Complete introduction, inventory, intentions assignment - Complete journal #1 entry
Part 4: Live Session	Weds, July 9 3:00 – 4:30 pm Zoom (1.5 hours)	• Meet and begin building connections among cohort • Learn more about goals, structures, deliverables for the course • Debriefing practice journal; application to participants' teaching; appreciative inquiry activity

Module #2: Thurs, July 10 – Wed, July 16

Theme: Objectives, Learning Scales, and Assessments

This module reviews small moves that help support all learners in your classrooms. We'll explore how clear objectives and specific learning scales can guide both the instruction and the

scaffolding of assignments. We'll draw connections to formative assessments and feedback cycles.

Components	Modality	Activities and Assignments
Part 1: Considerations for Lesson Structure	Asynchronous (~3 hours)	● Watch: - Defining clear objectives - End of Average ● Read: - <i>The Joyful Teacher</i>, Ch. 7, pp. 172 - 199 - UDL and the Learning Brain
Part 2: Formative Assessment and Feedback	Asynchronous (~3 hours)	● Watch: - In-class formative assessment and feedback strategies ● Read: - <i>The Joyful Teacher</i>, Ch. 6, pp. 147 - 170 - How to Break Down Barriers to Learning with UDL
Part 3: Assignment	Asynchronous (~3.5 hours)	● Assignments: - Model lesson part 1 (setting objectives; assessment strategy, learning scale) - Journal entry #2 (objectives and learning scales)
Part 4: Live Session	Weds, July 16 3:00 – 4:30 pm Zoom (1.5 hours)	● Exploring the power of learning scales to guide instruction and streamline assessment ● Integrating formative assessment and feedback techniques into your practice ● Model lesson: sharing part 1 with peers

Module #3: Thurs, July 17 – Weds, July 23

Theme: Small Moves to Increase Rigor and Student Engagement

Engaged students are easier to manage behaviorally, this module explores small moves around rigor, pacing, and discussion techniques to further engage students in their learning. Begin to really apply your own learning to your Model Lesson plan with small moves you could employ to engage all students.

Components	Modality	Activities and Assignments
Part 1: Teacher-led instruction	Asynchronous (~3 hours)	● Watch: Strategies for combining engagement techniques in the classroom ● Read: - <i>The Joyful Teacher</i>, Ch. 8, pp. 200 - 227 - <i>Teach Like a Champion</i>, excerpts on pacing and engagement techniques
Part 2: Student discussion	Asynchronous (~3 hours)	● Watch: strategies for engaging and productive student discussions ● Read: - <i>The Joyful Teacher</i>, Ch. 9, pp. 228 - 254

		- Choose one discussion technique to dive into deeper: - Building Thinking Classrooms White Board Strategy - Harkness Discussions
Part 3: Assignment	Asynchronous (~3.5 hours)	● Assignment: - Complete part 2 of your Model Lesson (strategies for engagement and rigor) - Journal entry #3 (engaging students through direct instruction and discussions)
Part 4: Live session	Weds, July 23 3:00 – 4:30 pm Zoom (1.5 hours)	● Reflection and integration of the concepts of pacing, engagement, and student discussion ● Model lesson: sharing part 2 with peers

Module #4: Thurs, July 24 – Weds, July 30

Theme: Classroom Management: Relationships, Routines, and Responding to Challenges

Routines and relationships are the backbone of productive classrooms. This module reviews what you already know about building relationships, and we'll build on that to include the small moves around routine and classroom management that you can implement in your classroom.

Components	Modality	Activities and Assignments
Part 1: Classroom Management: Routines and Relationships	Asynchronous (~3 hours)	● Watch: - Developing core routines - Building relationships with all students and families ● Read: - <i>The Joyful Teacher</i>, Ch. 3, pp. 52 - 85 - <i>The Joyful Teacher</i>, Ch. 4, pp. 86 - 111 - “Just Something Small” Blog post by Lisa Matter - Culturally Responsive Teaching and the Brain Excerpt (chapter 5)
Part 2: Responding to classroom management challenges	Asynchronous (~3 hours)	● Watch: positive framing and classroom management ● Read: - <i>Teach Like a Champion</i> excerpts (what to do, strong voice)
Part 3: Assignment	Asynchronous (~4 hours)	● Assignment: - Complete full draft of model lesson, integrate classroom management techniques - Be ready to share one teaching move you will try in our live class - Journal entry #4 (management successes and challenges in your classroom)

Part 4: Live Session	Weds, July 30 3:00 – 4:30 pm Zoom (1.5 hours)	• Debrief classroom management lessons • Share model lessons with peers • Wrap up
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Module 5: Thurs, July 31 - Fri, Aug 1

Theme: Finalizing Model Lesson and Course Wrap-up

We will wrap up the course with this short module, which focuses on finalizing and submitting your model lesson. You will incorporate feedback from peers and instructors as you complete this assignment.

Components	Modality	Activities and Assignments
Part 1: Wrapping up the course	Asynchronous (~ 1 hour)	• Watch: course summary and wrap-up; instructions for finalizing model lesson template
Part 2: Final Assignments	Asynchronous (~4 hours)	Due: Aug 15, end of day • Submit course evaluation • Revise and submit final model lesson and implementation plan

Instructor Biographies:

Mike Blouin, M.S., has been an educator for 16 years; he has worked in middle schools, outdoor education settings, and college classrooms. He has observed and coached pre-service and in-service teachers in a variety of settings, and has taught university-level courses on the practice of teaching, curriculum and instruction, and place-based education. He has found that the most powerful improvements to his own practice - and the most effective feedback he gives to teachers he mentors - focuses on small, specific techniques that have big impacts.



Jensen Welch, EdD., is a veteran high school mathematics teacher with 20 years of classroom experience. She is currently the High School Teaching and Learning Coach at Bellows Free Academy in Fairfax, VT where she has collaborated on the shift to proficiency-based personalized learning, including proficiency-based graduation and personalized learning plans for all students. Jensen has a Doctorate in Educational Leadership through Southern New Hampshire University. She believes every student can and wants to learn.

Required Readings/Texts:

Primary Texts:

Gordon, B. (2020). *The joyful teacher: Strategies for becoming the teacher every student deserves*. Heinemann.

Lemov, D. (2021). *Teach like a champion 3.0: 63 techniques that put students on the path to college*. Jossey-Bass.

Excerpts from the following:

Cameron, K. S. (2021). *Positively energizing leadership: Virtuous actions and relationships that create high performance*. Berrett-Koehler Publishers.

Hammond, Z. L. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

Lang, J. M. (2021). *Small teaching: Everyday lessons from the science of learning* (2nd ed.). Jossey-Bass.

Liljedahl, P. (2020). *Building thinking classrooms in mathematics, grades K-12: 14 teaching practices for enhancing learning*. Corwin.

Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. The New Press.

Other Suggested Readings/Texts:

Benson, J. (2014). *Hanging in: Strategies for teaching the students who challenge us most*. ASCD.

Desautels, L. (2020). *Connections over compliance: Rewiring our perceptions of discipline*. Wyatt-MacKenzie Publishing.

Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: Restorative practices for positive classroom management*. ASCD.

UDL tips for designing learning experiences. (n.d.). CAST. Retrieved from <https://www.cast.org/products-services/resources/2018/udl-tips-designing-learning-experiences>

Assignments and Projects:

Introduction, Inventory, Intentions Assignment: At the start of the course participants will complete several Google slides that will be shared with the group during our first live session. These are intended to provide the opportunity to share in more detail about your school and classroom. As part of this assignment, you will also conduct a preliminary inventory of your instructional strengths and areas in which you hope to grow during the course.

Rubric (4 point scale)

Insufficient Evidence	Making Progress	Proficient	Extended
Assignment is missing or only meets one of the following: - An introductory Google slide that informs fellow participants about yourself. -A detailed self-inventory of two instructional strengths and two areas for growth -An intentions slide that highlights intentions for the course.	Assignment includes at least two of the following: -An introductory Google slide that informs fellow participants about yourself. -A detailed self-inventory of two instructional strengths and two areas for growth -An intentions slide that highlights intentions for the course.	Assignment includes all of the following: -An introductory Google slide that informs fellow participants about yourself. -A detailed self-inventory of two instructional strengths and two areas for growth -An intentions slide that highlights intentions for the course.	Assignment includes the expectations of proficient and at least one of the following: -A self-inventory that examines more than two strengths and/or more than two areas for growth with substantial specificity and introspection. -An intentions slide that explicitly ties intentions for the course to a broader vision of growth as a teacher.

Course Journal Entries: Participants will keep an online journal throughout the course. At the end of the first four modules, you will more deeply explore at least one of the skills you've learned and reflect on how you might incorporate it into your classroom. Content themes for these journals are listed in the course schedule above; expectations are described in the rubric below. Instructors and fellow participants will provide feedback on these journals as we proceed through the course.

Rubric (4 point scale)

Insufficient Evidence	Making Progress	Proficient	Extended
Journal entry is missing or only meets one of the following: ☐ At least one piece of direct evidence quoted from a reading/video ☐ A "text to self" connection that ties reading/video to	Journal entry includes at least two of the following: ☐ At least one piece of direct evidence quoted from a reading/video ☐ A "text to self" connection that ties reading/video to your classroom	Journal entry includes all of the following: ☐ At least one piece of direct evidence quoted from a reading/video ☐ A "text to self" connection that ties reading/video to your classroom	Journal entry includes the expectations of proficient and at least one of the following: ☐ More than one piece of direct evidence quoted from a reading/video ☐ More than one "text to self" connection with

your classroom ☐ Correct spelling, grammar, and conventions of writing	☐ Correct spelling, grammar, and conventions of writing	☐ Correct spelling, grammar, and conventions of writing.	substantial, in-depth analysis and introspection that ties reading/video to your classroom
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Model Lesson: As the class progresses, participants will develop a detailed model lesson that will serve as a template for implementing a set of “small moves” that will make their teaching more efficient and effective in the coming school year. Participants will select an existing lesson, or create a new lesson, to evaluate and create a document that describes both the content of the lesson and the instructional techniques that will be integrated. At the end of the course, participants will share model lessons with fellow participants, provide and receive feedback, and submit a final product. This is the major assignment for the course.

Rubric (4 point scale)

Insufficient Evidence	Making Progress	Proficient	Extended
Final model lesson has one or none of the following: • Clear objectives and (if relevant) a learning scale to assess students on these objectives. • Effective incorporation of a technique we learned in class from each of the following categories: in-class assessment and feedback, engagement strategies, and classroom management. • Clear and realistic plan to integrate techniques from	Final model lesson has two of the following: • Clear objectives and (if relevant) a learning scale to assess students on these objectives. • Effective incorporation of a technique we learned in class from each of the following categories: in-class assessment and feedback, engagement strategies, and classroom management. • Clear and realistic plan to integrate techniques from	Final lesson model lesson has all of the following: • Clear objectives and (if relevant) a learning scale to assess students on these objectives. • Effective incorporation of a technique we learned in class from each of the following categories: in-class assessment and feedback, engagement strategies, and classroom management. • Clear and realistic plan to integrate techniques from	Final model lesson meets all the expectations in proficient and at least one of the following: • Seamless integration of two or more “teaching moves” in any of the categories discussed in class. • Unusually detailed and rigorous plan to integrate techniques learned in class throughout the school year.

the model lesson more broadly throughout the school year.	the model lesson more broadly throughout the school year.	the model lesson more broadly throughout the school year.	
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Evaluation and Grading:

Assignment/Project	Objectives Fulfilled	Percent of Final Grade
Introduction, Inventory, Intentions Assignment	- Uncover (or refresh) why they teach and what sustains them in their day-to-day experience in the classroom. (maps to goal #1) - Share successes, challenges, and aspirations with fellow educators while exchanging ideas and strategies in a supportive community of practice. (goal #1)	10%
Journal Entries (4 @ 10% each)	- Confidently (re)design lessons to effectively scaffold content and support all learners. (goal #2) - Explore and practice using at least two new techniques to formatively assess and provide immediate feedback to students. (goal #2) - Consider new classroom management techniques and make a plan to utilize at least two in the coming school year. (goal #2)	40%
Engaged Participation in all Synchronous Sessions	Share successes, challenges, and aspirations with fellow educators while exchanging ideas and strategies in a supportive community of practice. (goal #1)	10%
Model Lesson Assignment	- Confidently (re)design lessons to effectively scaffold content and support all learners. (goal #2) - Explore and practice using at least two new techniques to formatively assess and provide immediate feedback to students. (goal #2)	40%

- Consider new classroom management techniques and make a plan to utilize at least two in the coming school year. (goal #2)
- Develop a detailed model lesson to practice techniques and serve as a template that can be integrated into one's practice throughout the school year. (goal #3)

Vermont State University (VTSU) Policies

Grading Policy:

Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

A grade of **B- or better** must be achieved to count this course toward a graduate degree at VTSU. For questions on transfer pathways, please contact your contact within VTSU's Department of Education. Additional grading information can be found in the VTSU Graduate Catalog under Academic Policies, Credits & Grading:

<https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119>

Expectation: Students enrolled in this course will complete a series of activities, readings, and reflections before, during and/or after any scheduled face-to-face or synchronous sessions. This will assure that Carnegie expectations for a credited course, both new learning and hours of outside preparation, are sufficiently met.

These course requirements can be met through a combination of Academic Engagement and Academic Preparation.

Academic Engagement is instructor-led instruction and may include but is not limited to: participating in synchronous class activities, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, participating in an interactive tutorial, conducting instructor-led laboratory experiments, contributing to an academic discussion (online, virtual, or in-person), submitting an academic assignment, initiating contact with an instructor to ask a question about the academic subject studied in the course, or similar academic activity.

Academic Preparation is independently conducted by the student and may include but is not limited to: research, reading, rehearsing, study time, and completing assignments and projects.

Academic Honesty Policy

Vermont State University upholds high standards of academic integrity from all community members. Academic integrity encompasses honesty, trust, fairness, respect, responsibility, and the courage to act on these fundamental values (International Center for Academic Integrity [ICAI], 2021; The Fundamental Values of Academic Integrity, 3rd ed.). A student who fails to uphold these values may experience academic consequences including a grade of F, indicating no credit, for assignments or courses, or dismissal from the University. Examples of failure to uphold academic integrity may include using unauthorized aids to complete or enhance academic work, copying another person's work on exams, quizzes, or assignments, or engaging in other forms of plagiarism. To plagiarize is to use someone else's words or ideas without full and proper citation and to present them as one's own. The sharing of VTSU password and login credentials to misrepresent oneself in online learning is a violation of academic integrity. Violations need not be intentional in nature. All members of the VTSU community are expected to investigate and understand their responsibility to act with integrity, and to seek assistance when uncertain. For more information, please see the VTSU Graduate Catalog Academic Integrity Policy:

<https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119#academic-integrity>

Use and Ownership of Copyrighted Materials

For information and guidance, faculty and students are referred to the Vermont State Colleges Manual of Policy and Procedures annual disclosure regarding illegal file sharing and the Higher Education Opportunity Act, accessible online at the following address:

<https://www.vsc.edu/wp-content/uploads/2016/11/VSC-Annual-Notice.pdf>

Accommodations

VTSU is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in, or be denied the benefits of, the services, programs or activities of VTSU. If you have questions about these services, please email disabilityservices@vermontstate.edu or request appointments through the Portal or on the [Disability Services web page](#).

Course Drop Policy:

Vermont State University offers courses to educators with the expectation that registrants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal

or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. Please direct any drop requests and questions for this course to the VTSU Center for Schools, cfs@vermontstate.edu

Transcript Request:

www.vermontstate.edu/transcripts

Please direct transcript request questions to registrar@vermontstate.edu.