



Touro University Nevada

Effective Schools ASC Program

18- CREDIT HOUR PROGRAM

EFFECTIVE CLASSROOMS

This program is designed for the participants to see the whole school community through its individual parts. At the completion of this program the participants will have investigated and learned more about the subjects listed below and should be able to assist in the improvement of the educational environment of the school community.

COMPLETE COURSE LISTINGS

CTAV 630 Data, Data, Everywhere (3 Credits)

Learn how to increase student achievement at every grade level, in every subject area, and with every student group. In this course, and her book, *Data, Data Everywhere*, presenter Victoria Bernhardt describes what one school staff did to get those results. Through interviews, workshop footage, and lectures, course participants engage in the Education for the Future Institute's Continuous School Improvement process. As they trace one school's progress, participants also engage in the stages of data collection and analysis, self-assessment, and the identification of specific problems and pathways to solutions. Dr. Bernhardt maps out a plan for achieving school improvement goals: the articulation of a vision, the design of a plan to implement the vision, and the strategies for assessing all school data against that vision.

CTAV 631 Powerful Coaching (3 Credits)

This course explores coaching as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. With the growing presence of coaches in our schools, it is essential that educators understand the skills necessary for successful coaching that promotes change. Karla Reiss clarifies the coach's roles and responsibilities in facilitating personal and organizational change. Participants learn about the International Coaching Federation (ICF), a professional organization that sets standards for the coaching profession. The ICF's standards and skills, the Professional Coaching Core Competencies, are explored and practiced in this course. Reiss also introduces her 5-step POWERful Coaching Framework as a rubric for practice coaching sessions. Workshop participants will observe teachers, superintendents, and other educators role-play coaching skills in model scenarios, and in practice sessions with fellow seminar participants.

CTAV 632 Improving Instruction through Strategic Conversations with Teachers (3 Credits)

This course presents the delicate art of conversations between educational leaders and teachers. Dr. Robyn Jackson, master teacher and teacher trainer, presents cogent strategies to help instructional leaders shift from supervisory feedback to strategic conversations that respect the needs of individuals. Four different types of strategic conversations—reflective, facilitative, coaching, and directive—empower educational leaders to motivate and support teachers. They target teachers' combined will and skill, which in turn directly affect student achievement. Dr. Jackson concludes with valuable tips for instructional leaders to help them maintain focus and confidence for using strategic conversations. She offers encouragement and support for educators in their continuing efforts to improve the quality of instruction and impact student learning.



NO APPLICATION FEE!

If interested,
please complete
the TUN admission
application

**FOR MORE INFORMATION
CALL**

702-777-1779

OR EMAIL

admissions@tun.touro.edu

www.tun.touro.edu



Effective Schools ASC Program Course Listings Cont.

CTAV 633 Charlotte Danielson's A Framework for Teaching (3 Credits)

Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching, defines teachers' responsibilities, which for education consultant and expert presenter Danielson fall into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Through lectures, classroom observations, and vigorous panel discussions, educators work through how to use the Framework to scrutinize and strengthen classroom teaching practices to improve student learning. Danielson and her panel assess classroom footage for strengths and weaknesses in each domain. At various intervals, participants pause to consider their experiences before and after they hear the panel members describe theirs. Educators then begin to assess their practice through Danielson's detailed levels of performance and through the ongoing task of self-reflection. Punctuated by worksheets, reflection questions, and quizzes, the course prepares educators to use the Framework to become their best professional selves.

CTAV 634 Elementary Reading Intervention Strategies (3 Credits)

Proactive reading instruction—in everything from phonics to comprehension—is required both to prevent problems with and to promote authentic literacy. This course offers elementary educators a research-based menu of reading intervention strategies that prepare educators to intervene immediately and effectively at the first signs of students' struggles. The course equips educators with routines and activities that will make confident, able readers of all their students.

CTAV 635 Aiding Students with Learning Disabilities (3 Credits)

In this course Dr. Donna Walker Tileston covers a broad range of topics in the worlds of brain research and special education. Dr. Tileston introduces and explains the key legislation that has changed the lives of people with special needs. She discusses the services schools are required to provide and makes suggestions for what schools can do to best implement the standards set in federal and state laws. Dr. Tileston then focuses on three systems of thinking and the roles they play in learning. She then draws a distinction between declarative knowledge and procedural knowledge, definitions that are used throughout her presentations. She recommends a variety of tactics to better engage students, including providing much structure, such as scaffolding in curriculum and behavioral expectations; consistency in every aspect of classroom life; and constant positive and specific feedback. Ultimately, this course's goal is to ensure that all students receive a high quality education and become independent and empowered in their learning."



Touro University
Nevada

874 American Pacific Drive
Henderson, NV 89014
www.tun.touro.edu

702-777-1750

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