

PARENT TEAM LLC



# The Empowered Teacher

Confident, informed classroom management

2009



The Empowered Teacher™ is a six session professional development series presented by Parent Team LLC.

- The Empowered Teacher sessions are two hours in length.
- Sessions provide professional educators with vital child development information.
- Sessions provide professional educators with behavioral science information needed to empower the teacher to feel informed and prepared to use best practices in their classroom.
- Sessions provide a wealth of empowering information on specific topics such as discipline, dealing with parents and gaining cooperation of students.
- The Empowered Teacher Program is based on the State of Wisconsin Educators standards for teachers. The standards met by each presentation are listed below and will be noted on the certificate of completion provided to each participant that is present for the entire presentation.
- The Empowered Teacher Program gets participants moving and involved in their learning. Active learning lessons are woven into each session to help educators internalize concepts and plan how to utilize these strategies in their classroom.
- The six sessions are outlined in this package and may be subscribed to as a series or purchased individually.
- Sessions need to be booked at least two weeks in advance.
- Once booked Parent Team will send out a contract to be signed and returned with a 50% down payment to secure the training time/s.
- In the event that the trainings need to be postponed, at least 72 hours advanced notice must be provided and the training session rescheduled within four weeks of the original date or down payment will be forfeited.
- Additional special topics can be researched and presented at your request.
- Minimum of 5 participants per session. Maximum of 30 participants per session.



- Pricing of professional development packages is listed below. Some packages offer free copies of some of the best classroom management books on the market. It is from these books as well as my personal background through 10 years of working in classrooms, studying discipline techniques and training teachers that I assembled The Empowered Teacher series.
- These books include:
  1. **Conscious discipline** by Rebecca Anne Bailey (2001)
  2. **How to Talk so Kids Can Learn** by Adele Faber and Elaine Mazlish (1996)
  3. **Reaching All by Creating Tribes Learning Communities** by Jeanne Gibbs, Carol Rankin, and Pat Ronzone ( 2006)
  4. **Setting Limits in the Classroom, Revised: How to Move Beyond the Dance of Discipline in Today's Classrooms** by Robert J. Mackenzie (2003)
  5. **Preschool Classroom Management: 150 Teacher-Tested Techniques** by Laverne Warner and Sharon Lynch (2004)
  6. **Not In My Classroom!: A Teacher's Guide to Effective Classroom Management** by Frederick C. Wootan and Catherine H. Mulligan (2007)

Rates: All rates listed are good for contracts signed in 2009

Number of two hour long sessions booked	Cost	Dessert provided	# of quality classroom management books received for <b>FREE</b>
Any one session	\$225	No	None
Any two sessions within 8 months	\$420 \$210 each	Yes	None
Any three sessions within 12 months	\$600 \$200 each	Yes	Director can select two from list and receive two copies of each
Any four sessions within 14 months	\$760 \$190 each	Yes	Director can select three from list and receive two copies of each
Book entire series within 18 months	\$975 \$165 each	Yes	Director can select four from list and receive two copies of each



## Wisconsin Educator Standards - Teachers

### Ten Standards for Teacher Development and Licensure

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance under all of the following standards:

1. **Teachers know the subjects they are teaching.**  
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.**  
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.**  
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.**  
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom.**  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.**  
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.**  
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress.**  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers are able to evaluate themselves.**  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.**  
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.



### **Session 1 Invite students to cooperate and follow directions**

- I. Active discussion regarding commonly used strategies for gaining cooperation.
- II. The catalyst to change in the classroom.
- III. Description and discussion of 10 effective strategies for gaining cooperation from others.
- IV. Practical application of strategies in classrooms
- V. Meets criteria for Wisconsin Educators Standards-Teachers #2, #3, #4, #6 and #9

### **Session 2 Connect with your students (classroom community)**

- I. Belonging is a critical human need. We will discuss how creating a warm, accepting sense of community in your classroom can decrease behavior problems and increase cooperation and harmony.
- II. We will demonstrate how children who feel an investment in the care of the physical atmosphere of the classroom tend to take better care of it.
- III. Emotional support
- IV. Meets criteria for Wisconsin Educators Standards-Teachers #2, #5, #6 and #9

### **Session 3 Eight essentials to classroom management**

- I. Setting yourself up for success
- II. Laying out expectations that are appropriate and are likely to be followed
- III. Tending to the emotional needs of everyone in the classroom
- IV. The importance of modeling
- V. Noticing what you want more of in your classroom
- VI. Meets criteria for Wisconsin Educators Standards-Teachers #2, #3, #4, #5 and #6

### **Session 4 Special issues**

- I. ADD and ADHD
- II. Anger
- III. Emotionally Disturbed
- IV. Obsessive Compulsive Disorder
- V. Reactive Attachment Disorder
- VI. Low self-esteem, criers
- VII. Meets criteria for Wisconsin Educators Standards-Teachers #2, #3, #7 and #10



## Session 5 Dealing with parents

- I. Understanding today's parents
- II. Typical behaviors parents exhibit
- III. Complaining parents
- IV. Really angry parents
- V. Connecting with parents
- VI. Increasing parent involvement
- VII. Meets criteria for Wisconsin Educators Standards -Teachers #6 and #10

## Session 6 Reading for character education meaning

- I. Don't just r-e-a-d to children, *READ to teach character and build values*
- II. Bring stories to life.
- III. Guide students on connecting the book to real life.
- IV. Reference books at key points of discipline to help children understand.
- V. Leader will model concepts by reading specific books that bring out values teachers want to emphasize in their classroom. These are not character education books, but fun, intriguing story books with characters the children will relate to and enjoy.
- VI. Meets criteria for Wisconsin Educators Standards -Teachers #1, #2, #3, #4, and #5