

UNIVERSITY OF THE
PACIFIC

Center for Professional & Continuing Education

Offers **Professional Development Credit** for
Getting Off to a Good Start: The First Three Days of School
A Research-Based Program for Beginning the School Year

A Professional Development Course
for graduate level educators,
developed by Alene H. Harris, Ph.D.
to assist teachers in proactively beginning the school year.

About the Program

The University of the Pacific's Center for Professional and Continuing Education in partnership with the *Getting Off to a Good Start: The First Three Days of School* (GOTAGS) will provide three (3) semester units (hours) of professional development credit for GOTAGS workshops.

Professional Development Credit is designed for graduate level educators for professional growth and salary advancement purposes. It is not applicable to a degree program at Pacific. To receive credit, students must enroll for credit (see page iv), read and work through the GOTAGS text with the screencast video, implement GOTAGS in the first week of school, and complete the self-selected assignments. The fee for the course is \$255. Tuition is nonrefundable.

About the University of the Pacific

California's first institution of higher education, chartered in 1851, Pacific is an independent, comprehensive university offering a wide choice of high-quality undergraduate and graduate programs. Set on 175 acres along the Calaveras River in central Stockton, The University's main campus offers 9 of the 11 schools and colleges that make up Pacific. The School of Dentistry is located in San Francisco and McGeorge School of Law is in San Francisco.

Approximately 4,100 students attend Pacific on the main campus in Stockton, which is composed of College of the Pacific, the Arts and Sciences; the Conservatory of Music; Eberhardt School of Business; Benerd School of Education; School of Engineering, Thomas J. Long School of Pharmacy and Health Sciences; University College for Adult and Re-entry Students; and Research and Graduate Studies.

The University of the Pacific is accredited by the Accrediting Commission for Senior Colleges of the Western Association of Schools (WASC).

Course Requirements

1. Register by completing the form at the end of this section and mailing it, along with payment, to

Center for Professional and Continuing Education
ATTN: Records Coordinator
University of the Pacific
3601 Pacific Avenue
Stockton, CA 95211

2. Read and work through the GOTAGS text with the screencast video, in the first week of school implement plans you developed, and complete the self-selected assignments. Implement ideas from the workshop in your classroom as you begin the school year. Four to six weeks after the beginning of your school year, write up and submit your selections from the ten assignment options on pp. ii and iii. Mail the completed assignments to the following address:

Dr. Alene H. Harris
48 Green View
Nashville, TN 37205

Select from the ten assignments below. Grading criteria are as follows:

A = 5 selections, written at a high quality
B = 4 selections, written at a high quality

Where assignments require a written paper, the length is stated and the required form is as follows:

double-spaced
10- to 12-point standard font (e.g., Times New Roman, Palatino, Arial)
1-inch margins all around

All pages submitted should have a two-line header including the following:

Assignment number – Name - Mailing address
Email address - Phone number - Name of GOTAGS Workshop Leader

You may email alene.harris1@gmail.com if you wish clarification or have an assignment question.

Credit for this course is awarded during the semester that coursework is completed and graded.

University of the Pacific Contact Information

Phone: 209.946.2424 or 800.959.5376 – Email: cpce@pacific.edu

GOTAGS Assignments from Which You May Choose

1. **Demonstration of Application of Room Arrangement Principles (pp. 6-15).** Before school begins, analyze your room arrangement and (re)arrange your classroom and materials based on what you learned within pages 6 through 15. Submit the following:
 - (1) a diagram of your initial room arrangement (to scale, using a sheet of graph paper), along with one or more photos, with the diagram showing furniture, windows and doors, etc., and
 - (2) a copy of page 8 completed in your second week of school, and
 - (3) a 3-to-4-page reflection paper answering the following questions:
 - (a) How did your room arrangement address the concerns of
[1] allowing visual access,
[2] allowing physical access, and
3] minimizing distractions?
 - (b) What is your evaluation of how well your initial arrangement worked for you and your students and why?
 - (c) What room arrangement changes have you made or do you plan to make for the remainder of the year and why?
2. **Demonstration of Addressing Students' Anxiety about the Teacher (pp. 16-24).** On the first day of school, introduce yourself to your students using the ideas you sketched out on page 19; and within the first three days, learn about them by using one of the sample sentence stem activities. Submit the following:
 - (1) a 3-to-4-page paper explaining how you addressed each of the six areas on page 19,
 - (2) a sentence stem activity (p. 21 or 22, depending on grade level, or one of your own creation) that you completed about yourself and handed to your students as they gave you their completed sheet, and
 - (3) a 3-to-4-page reflection paper answering the following questions:
 - (a) What did you learn from reading your students' completed sentence stems and how has that knowledge helped you be a more effective teacher?
 - (b) What other two or three items would you suggest to add to the sentence stem list and why do you think each would be valuable?
3. **Demonstration of Addressing Students' Anxiety about "Doing School": Developing and Teaching Rules (pp. 25-42).** Use the information on rules in #2 on page 34 to develop/evaluate your set of classroom rules; use the chart on page 28 to make sure each rule statement is actually a rule and not a procedure or goal. Engage your students in learning the classroom rules in some way that involves more than just lecture (i.e., not just reading them the rules). Submit the following:
 - (1) your list of classroom rules and
 - (2) a 4-to-5-page paper that answers the following questions:
 - (a) Describe how you engaged your students in learning the rules.
 - (b) How would you evaluate the effectiveness of your rules over the first six weeks – what has worked, what hasn't, and why?
 - (c) Will you develop and teach rules any differently next year and if so, how and why?
4. **Demonstration of Addressing Students' Anxiety about "Doing School": Identifying, Prioritizing, and Teaching Classroom Procedures (pp. 43- 62).** Including a class opening and a class closing routine, identify twelve procedures you believe will be most useful in your classroom this year (refer to page 45). Sketch out a lesson plan following the lesson plan format on page 57 (email the author for an electronic template) for a classroom opening routine, a closing routine, and any other three from the list you think would make classroom life more pleasant if every student did them successfully. Teach those five to your students. Submit the following:
 - (1) a time-prioritized list of your twelve procedures, indicating which to teach first day, second day, first week, etc., with a sentence rationale for each explaining why/how that routine helps you create a successful classroom,
 - (2) the 1-to-2 -page lesson plan sketch for each of the five routines taught, and
 - (3) a 3-to-4-page paper answering the following questions:
 - (a) Briefly describe your teaching of these five routines.
 - (b) Evaluate your students' implementation of them.
 - (c) What things would you do differently next year in teaching any of these procedures and why?

5. **Demonstration of Addressing Students' Anxiety about Grades (pp. 63-72).** Plan and carry out a positive initial academic activity for your students – one that is “not too easy and not too hard and very, very doable.” Create a “How to Predict the Grade I Will Earn” check sheet, give each student a copy, and go over it with your class. Plan out what will count for how much and communicate this to your students. Finally, develop a plan for make-up work. Submit the following:
- (1) a 1-to-2-page paper describing the initial academic activity you used and explaining why you believe it met the criteria of being “not too easy and not too hard and very, very doable” (if you wish, you may choose one form the list on p. 66),
 - (2) a copy of your “How To Predict the Grade I Will Earn” check sheet,
 - (3) a 2-to-3-page paper describing your grading expectations and how you communicated these to your students, and
 - (4) a 2-to-3-page paper describing your plan for student make-up work, including an evaluation of how well this plan is working for you after six weeks or more.
6. **Demonstration of Addressing Students' Anxiety about Physical and Emotional Safety (pp. 71-80).** Plan how you will communicate to students they are physically and emotionally safe in your classroom, then communicate this to them in the first few days of school; also, plan how you will create a positive classroom community based on your notes on pp. 77-78 and implement your plan. Submit the following:
- (1) a 3-to-4-page paper answering the following questions:
 - (a) Describe the things you did or said to communicate physical and emotional safety to your students.
 - (b) How would you evaluate the success/effects of that communication and why?
 - (c) What did you learn from this experience and what you might do differently next year in this area?
 - (2) a 3-to-4-page paper answering the following questions:
 - (a) Describe what you did in each of the four areas on pp. 77-78 to create a positive classroom community.
 - (b) Evaluate the success/effects of what you did to create community and explain what you learned and what you might do differently next year.
7. **Demonstration of Communication with Parents/Guardians (pp. 83-92).** Plan how you will create a positive home/school communication link within the first week of school. Implement your plan. Submit the following:
- a 4-to-5 page paper describing your home/school communication plan, reflecting on and evaluating the result of its implementation, and discussing what things you will do the same and differently next year and why.
8. **Demonstration of Putting It All Together (pp. 93-95).** Flesh out “A Suggested Outline for the First Day” and then follow your outline and do the things you planned. Submit the following:
- (1) a copy of the fleshed-out outline (email the author for an electronic template) , with an identification of the planned time allotments for the specific activities and
 - (2) a 4-to-6-page paper answering the following questions:
 - (a) Considering all of the things you did to start the school year, what things would you definitely do the same at the beginning of school next year and why?
 - (b) What things might you do differently next year and why?
9. **Contrast and Compare Before and After GOTAGS (implementation of whole program).** If this is not your first year of teaching, about three to six weeks after the beginning of school, think back and compare and contrast this school year's beginning after participating in GOTAGS with others before it without GOTAGS. Consider what differences and similarities you notice in terms of what you did and how students reacted. Submit a 5-to-6-page paper answering the following question:
- What differences and similarities do you identify between how your school year began this year with that of past years? Be sure to cite specific examples as they relate to the various areas of GOTAGS (refer to your Table of Contents for a quick overview).
10. **Graphic Organizers and Explanations.** Develop (1) a web concept map, with “Effective Beginning of School” at the center, showing the various areas and their relationships that lead to an effective start of the year and (2) a flow chart clearly laying out the ordered steps a teacher must take to create a good school year's beginning. Submit these two items with a 2-to-4 page paper for each one explaining your reasoning in each.

Getting Off to a Good Start: The First Three Days of School

Course # PEDD9800

REGISTRATION FORM*

This form must be complete and legible in order to be processed. Please print clearly.

Name: Last: _____ First _____ MI _____

SSN: _____ - _____ - _____ DOB _____ / _____ / _____

Address: _____

City: _____ State _____ Zip: _____

Phone: Day: (_____) _____ - _____ Phone: Evening: (_____) _____ - _____

Email: _____
(required)

Highest degree earned: _____

GOTAGS Workshop Date: _____ Location: _____

GOTAGS Workshop Leader(s): _____

Previously enrolled in Professional Development from Pacific? _____ Yes _____ No

Method of Payment:

_____ Check (payable to CPCE/UOP) [\$25 fee for returned checks]

_____ VISA _____ MasterCard _____ Discover _____ American Express

Card#: _____ Exp. Date: _____

Authorizing Signature: _____

*Please submit registration form PRIOR to sending completed coursework to Dr. Harris.

*Please mail this completed page with payment (\$255) to

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University of the Pacific

3601 Pacific Avenue, Stockton, CA 95211