

The University of La Verne Professional Development Class by Bill Collar

The University of La Verne is located in Oceanside, CA. It offers a wide variety of Independent home study courses for teachers. The courses are practical and relate directly to the classroom. The low cost of \$315.00 for three graduate credits includes all materials. This makes the classes particularly attractive for teachers who need to fulfill their continuing education credits. The credits do not apply toward an advanced degree.

The class, **Personal Motivation and Maintaining a Positive Attitude in the Classroom**, has been designed by me and utilizes my book, *Exceeding the Standards: Teaching with Pride, Poise, and Passion*. The second book used with the course, *Teacher Man* by Frank McCourt, is a personal reflection on 30 years of teaching by the Pulitzer Prize winning author of *Angela's Ashes*. I guarantee you will find the books appealing and the activities stimulating. The reason I am associated with this university is because of the quality person representing it, and the low cost is a great bargain for teachers who are usually on a tight budget. Check with your administration to guarantee the class will be accepted by your school district. If you have any questions e-mail me at (pma@billcollar.com).

Access the Class

To access the class go to <http://pdc.ulv.edu>, and click on "View Courses" and then click on "Education and Psychology." Scroll down to "Personal Motivation and Maintaining a Positive Attitude."

Category: Education and Psychology

Course Title: Personal Motivation and Maintaining a Positive Attitude in the Classroom

Course Number: EDUC_714A

Semester Credits: 3

Cost: \$315

Description: In order to be able to motivate students and be effective in the classroom the educator must be excited about teaching. This course elaborates on the concept that attitudes are contagious and the most effective teachers are those who demonstrate enthusiasm for their subject and profession. It provides the teacher with numerous tips for personal motivation and includes a variety of checklists for self-evaluation. Designed as a course for personal and professional growth, the content relates to life in and out of the classroom. This class will help rekindle the fire of desire for veteran teachers and assist others in defining and reaching their professional goals.

Accreditation

The University of La Verne is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western of Schools and Colleges, and is approved by the California Commission on Teacher Credentialing for offering credentials in several areas.

Memberships

The University of La Verne maintains memberships in many organizations. Among them are the American Council on Education, the Association of Independent California Colleges and Universities, the Independent Colleges of Southern California, the Western College Association, the American Assembly of Collegiate Schools of Business, the College Board, the International for Distance Education, and the National Association of Institutions for Military Education Services.

Professional Development Courses® are independent study, distance learning courses for teachers. The courses are graduate level and are provided to educators for salary advancement or recertification. They require no classroom attendance. Teachers may start a course at any time and may take up to one year from the date of registration to complete the course. The mission of Professional Development Courses is to provide teachers with opportunities for salary advancement through course work that is interesting, topical, and immediately applicable. If you have further questions or wish to register by phone, please call the University of La Verne at:

1-800-793-6533

Course Outline

1. Course Designation and Author

Personal Motivation and Maintaining a Positive Attitude in the Classroom

Bill Collar, BS, MS

2. Course Description

In order to be able to motivate students and be effective in the classroom the educator must be excited about teaching. This course elaborates on the concept that attitudes are contagious and the most effective teachers are those who demonstrate enthusiasm for their subject and profession. It provides the teacher with numerous tips for personal motivation and provides a variety of checklists for self-evaluation. Designed as a course for personal and professional growth, the content relates to life in and out of the classroom. This class will help rekindle the fire of desire for veteran teachers and assist others in defining and reaching their professional goals.

3. Goals

- a. Value the educational profession as challenging and rewarding
- b. Understand the principles of peak performance
- c. Appreciate the art of classroom leadership
- d. Recognize the roles that imagination, visualization, and affirmation play in the success process
- e. Comprehend the basics of clear and concise communication
- f. Realize the value of humor in effective instruction
- g. Cherish the role that positive parenting plays in student success
- h. Learn how to bounce back from adversity
- i. Develop a plan for personal motivation

4. Course Contents

- a. Fundamentals of personal motivation
- b. Characteristics of peak performers
- c. Art of classroom leadership
- d. Clear and concise communication
- e. Keys to effective listening
- f. Imagination, visualization, and affirmation
- g. Goal setting for success
- h. Dealing with adversity
- i. The keys to maintaining a positive attitude
- j. Multiple intelligences in the classroom
- k. Humor as a motivator
- l. Positive parenting for success in school
- m. Mentoring and collegial visits
- n. Personal characteristics of top educators
- o. Advice for beginning teachers.
- p. Rewards of teaching

5. Activities of participants

The student will:

- a. Read two texts on personal motivation and the role of the teacher.
- b. Answer questions related to the texts.
- c. Complete one project associated with personal motivation (Activity 1).
- d. Complete one project on improving classroom leadership (Activity 2).
- e. Write a master affirmation (Activity 3).
- f. Identify a goal for personal improvement and develop a plan to reach that goal (Final Assignment).

6. Evidence of Learning Outcomes

Upon completion of the course the student will have demonstrated knowledge of personal motivation through correct completion of the assessment instruments. The student will demonstrate the practical application of the concepts learned through successful completion of the projects and by following the goal setting procedure.

7. Assessment Plan

Successfully answering the questions, finishing the projects, and completing a goal setting plan will demonstrate achievement.

8. Text, Materials, and Resources

- a. Books:
 1. *Exceeding the Standards: Teaching with Pride, Poise, and Passion* by Bill Collar
 2. *Teacher Man* by Frank McCourt

(Included below is a sample of the various activities)

Activity One: Evaluating and Improving Personal Motivation

Purpose: The purpose of this assignment is to determine your present state of personal motivation. After you have determined your level of achievement in each of the categories, develop a plan to build on your strengths and improve your weaknesses.

Procedure: Prior to completing the peak performance appraisal review Chapter One and Chapter Seven of *Exceeding the Standards*. Be particularly cognizant of how the information relates to your teaching/coaching situation. When completing the appraisal keep the following points in mind:

1. Be as honest as possible. It is important to determine where you are now before you can embark on an improvement plan.
2. A five ranking means you have a highly developed skill in that category. A ranking of one means you seldom engage in that activity. Two, three, and four provide you with the opportunity to rank yourself someplace in between.

3. If you are a coach or advisor to an organization, take that activity into consideration in addition to classroom teaching. Remember, teaching is coaching and coaching is teaching. All of us coach; the classroom is just a different setting.

After completing the appraisal:

1. Determine the categories you have ranked as strengths (4 or 5).
2. Complete the attached sheet and explain why you are strong in these particular areas.
3. Even though you have identified these as strengths, identify how you plan to improve these strengths even more. Remember, "Even the best lumberjack in the woods has to sharpen his/her axe."
4. Now identify the categories that are in the most need of improvement (1, 2 or 3). Why did you rank yourself low in these areas? Explain what you plan to do to improve each category. Keep these categories in mind for your final assignment when you construct a goal plan for personal improvement.
5. When explaining your plan for personal improvement, review the Time-Tested Tips starting on page 88 of *Exceeding The Standards*.

Peak Performance Appraisal

Consider your approach to teaching/coaching, read each description and rank yourself from 1 (low) to 5 (high). This activity will help you identify your strengths and weaknesses.

_____ **1. Foresight and the ability to carry out effective planning.**

Do you set goals and develop a plan to reach those goals? Do you always have a teaching/practice plan? A game plan?

_____ **2. A drive toward transcending previous levels of accomplishment.**

Are you willing to commit yourself to rise above previous performances? Do your classes/teams show consistent improvement as the year/season progresses?

_____ **3. High levels of self-confidence and self-worth.**

Do you view yourself as an effective teacher/coach? Would you be difficult to replace?

_____ **4. A high need for responsibility and control.**

Do you like to take action and be in charge? Do you enjoy competition and the opportunity to make critical decisions?

_____ **5. Well developed communication skills in both personal and professional areas.**

Are you capable of effectively communicating your ideas? Do your students/players understand what you expect of them?

_____ **6. An effective use of mental rehearsal.**

Do you visualize the process and desired outcome of your task? Do your students/players understand how to practice visualization for success?

_____ **7. Little need of outside praise or recognition.**

You must have an internal feeling of accomplishment. Are you driven by attitude motivation rather than fear or reward?

_____ **8. A superior ability to take risks.**

Are you willing to break out of the comfort zone? Do you welcome new challenges? Do you experiment and challenge your students/players with new ideas?

_____ **9. The ability to accept feedback and to self-correct.**

Are you able to use information from respected sources to improve? Do you attend classes, clinics and conferences for personal improvement?

_____ **10. A willingness to accept ownership of creative ideas.**

Are you willing to “go for it” and initiate action on your ideas? Do you take the time to consider all options and make proper adjustments?

The purpose of this exercise is to identify your strengths and weaknesses. Don't be concerned if you rank low in several areas. Where you are now is not so important; more important is the direction in which you are heading. To make the best use of this instrument, identify your strengths and use them to build up your weaknesses.

Plan for Improvement

My Rank

_____ **1. Foresight and the ability to carry out effective planning.**

Why this ranking? _____

Plan for improvement: _____

_____ **2. A drive toward transcending previous levels of accomplishment.**

Why? _____

Plan for improvement: _____

_____ **3. High levels of self-confidence and self-worth.**

Why? _____

Plan for improvement: _____

_____ **4. A high need for responsibility and control.**

Why? _____

Plan for improvement: _____

5. Well developed communication skills in both personal and professional areas.

Why? _____

Plan for improvement: _____

6. An effective use of mental rehearsal.

Why this ranking? _____

Plan for improvement: _____

7. Little need of outside praise or recognition.

Why? _____

Plan for improvement: _____

8. A superior ability to take risks.

Why? _____

Plan for improvement: _____

9. The ability to accept feedback and to self-correct.

Why? _____

Plan for improvement: _____

10. A willingness to accept ownership of creative ideas.

Why? _____

Plan for improvement: _____