

**COURSE TITLE: ORGANIZATIONAL TEACHING SKILLS**

**WA CLOCK HRS: 50  
OREGON PDUs: 50**

**NO. OF CREDITS: 5 QUARTER CREDITS**  
[semester equivalent = 3.33 credits]

**INSTRUCTOR: Michael Sedler**  
**mike@communicationplus.net**

**COURSE DESCRIPTION:**

Throughout each day, educators are expected to balance academic demands with the personal aspects of each child. Mixed in with these needs are the core curriculum requirements plus additional areas of education such as personal safety, drug/alcohol, Aids training, social skills training, etc. These demands can become overwhelming to both teacher and student. The purpose of this course is to help educators to become more organized in their preparation time and their teaching style. In addition, each person will understand how to encourage and teach a disorganized student as well as facilitate his/her organizational skills. Specifically, the classroom will become more organized, papers will be graded in a more timely fashion, students will be more prepared for class, and an increase in educational performance will follow. This "clutter free concept" is applicable to our professional and personal lives. It is geared to a broad audience, encompassing K-12 students.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. Identified specific organizational theory concepts.
2. Gained an understanding of the relationship between achievement and organization as it relates to the educational process.
3. Implemented principles of time management as it impacts personal and professional lives..
4. Taught organizational strategies to both adults and children.
5. Examined and evaluated various organizational trends as they relate to education.
6. Applied new strategies for planning and ordering activities both in and out of the classroom.
7. Effectively transfer programs and interventions across domains (school, home, community).

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

**UNIVERSITY QUARTER CREDIT INFORMATION**

**REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

## **ADDITIONAL COURSE INFORMATION**

### **REQUIRED TEXT**

Selected text from Bibliography, all handout materials, case study, and samples.  
Obtain your text directly from libraries, the publisher, a local bookstore or an online booksellers.  
A list of publishers and their phone numbers are located in the back of the course.  
None. All reading is online.

### **MATERIALS FEE**

Once you register, log onto the instructor's website at [www.michaelsedler.com](http://www.michaelsedler.com). Click on Classes, then scroll down and click on Organizational Teaching Skills manual. The manual will download as a PDF file to your computer.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1: Read the Manual.**

Read all materials in the manual.

#### **Assignment #2: Read a Book.**

Read a book from the Bibliography or one of participant's choice (instructor approved).  
If taking this course in a group, each person should read a book. Only one person needs to write a summary.  
**Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read ?Organizational #2.?**

#### **Assignment #3: Complete the Worksheets in the Manual.**

Complete all required pages and worksheets within the manual.  
**Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read ?Organizational #3.?**

#### **Assignment #4: 2 Week Journal.**

Keep a written journal for 2 weeks. (minimum of 3 entries per week). During this time, keep track of your own personal organizational areas.  
Utilizing information on the worksheets within the manual, share strategies that were employed to increase your personal or professional organization. (You may copy the journal).  
**Send to Instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to Read 'Organizational #4.'**

#### **Assignment #5: Behavior Modification.**

Select one specific area of your personal or professional life that interferes with your organizational abilities.  
Using the "Behavior Change Sheet" found in the manual, make a plan to change this behavior. (2-page paper)  
**Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read ?Organizational #5.?**

#### **Assignment #6: Discussion.**

Talk to a non-educator and an educator about this course. Ask them about concerns they have for organizational skills in their own settings.  
Compare and contrast the non-educator with the educator answers. Write a 1-2 page report.  
**Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read ?Organizational #6.?**

#### **Assignment #7: Classroom Observation.**

Observe another classroom (or outside setting) and note additional organization ideas.  
Use the "Organizational Planning Sheet" found in the manual as a guideline for personal evaluation. Choose a different area than used

for assignment # 5. 2 page paper.

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net). **Subject line to read ?Organizational #7.?**

**Assignment #8: Sharing.**

Share with another teacher (or non-educator) in the methods and information from this class.

**ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**

**B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

**Assignment #9: Intervention Plan.**

Choose one child and develop an intervention plan for his/her organizational skills. Focus on one skill, teaching strategies, implementation aspect, and evaluation component. Submit a 1-page summary.

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net). **Subject line to read ?Organizational #9.?**

**Assignment #10: Lesson Development.**

**Assignment #10: You must choose either "A" or "B" (Required for 400 and 500 Level)**

**Assignment #A:** (SEND commentary to Instructor)

Develop a lesson to reflect what you've learned in this course.

Implement your lesson with students in your classroom.

Write a 2 page commentary on what worked well and what could be improved.

Include any student feedback on your lesson.

*(The following is encouraged but not required):*

Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

**OR**

**Assignment #B:** (SEND lesson and summary to Instructor)

Use this option if you do not have a classroom available.

Develop a lesson to reflect what you've learned in this course. (Do not implement it.)

Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

*(The following is encouraged but not required):*

Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.

Please email a copy to [Rebecca Blankinship \(rebecca@hol.edu\)](mailto:rebecca@hol.edu) THI blog curator and media specialist.

Indicate whether or not you are OK with having your article considered for publishing on our website.

Subject line to read: (Course Name, Blog)

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net), **Subject Line to read ?Organizational #10 (A or B.)?**

**Assignment #11: (500 Level ONLY)**

In addition to the 400 level assignments, complete **one(1)** of the following assignment options:

**Option A)** Conduct additional reading and/or literature research and combine information from this to develop an in-service or training program for your school, district or another setting. Focus on increasing organizational skills within the school or classroom Write the results in 2-3 pages.

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net). **Subject line to read ?Organizational #11-A.?**

**OR**

**Option B)** Another assignment of your own design with the instructor's prior approval.

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net). **Subject line to read ?Organizational #11-B.?**

**C. INTEGRATION PAPER**

Assignment #12: (Required for 400 and 500 Level)

## SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"**

### INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

### QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, D.Min., M.S.W. brings over 30 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes.

He provides consultation services and seminars throughout the United States and Canada for schools, agencies and businesses. He has been teaching "adult learning classes" since the mid 1980's and has had the privilege of working for The Heritage Institute for over 25 years.

He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification (K-8). His combination of classroom experience, behavior intervention approaches, and involvement in working with hundreds of families allows for an excellent blend in all his classes.

Mike is passionate about children and emphasizes the importance of avoiding power struggles, offering options/choices to children, setting clear boundaries and guidelines as well as finding a place of positive engagement and connection with each individual. His heart for people and emphasis on positive communication are found throughout his seminars and classes.

All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found ongoing success in implementing Mike's clear and concise approaches.

## BIBLIOGRAPHY

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**Aslett, Don. Clutter's Last Stand. Adams Media Corporation, 2005. Strategies for people in organizing the office, school, or home. Humorous and helpful(grades K-12.) [www.adamsmedia.com](http://www.adamsmedia.com) 800 258 0929.**

**Fry, Ron. How to Study. Career Press, 2016. Teach kids to study smarter, not harder (grades P-12.) [www.careerpress.com](http://www.careerpress.com) 800 227 3371.**

**Kutscher, Martin. Organizing the Disorganized Child. Harpercollins, 2009. Ideas to help children get organized (grade p-12.) [www.harpercollins.com](http://www.harpercollins.com) 212 207 7000.**

**Lougy, Richard. Teaching Young Children With ADHD. Corwin Press, 2007. Successful strategies for children (grades Pre K-3.) [www.corwinpress.com](http://www.corwinpress.com) 800 233 9936.**

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