



Mastering Communication Skills
Getting What You Need from Parents, Administrators and Cohorts
Online Graduate Course

Teacher Education Institute ©

Course Description:

There are so many ways to get your needs met, but lack of communications skills can be a swift downfall. This course will offer participants an array of skills when dealing with students, parents, administrators and peers as well. Best practice for virtual communication as will the concept of semiotic communication. Anyone in the education field can benefit from this class. Videos and the latest articles about what works will be offered throughout each module.

Objectives:

- Exploring how one communicates to get their needs met from birth
- Identifying how one's innate personality effects their communication skills
- Self-reflect about their skills growing up
- Identifying each level of communication from less to most impactful
- Examine how cliché communication is perceived
- Exploring the stages of giving information and sharing thoughts
- Uncover the work of Albert Mehrabian and how we understand messages
- Examine why text messages whether to parents or cohorts is not recommended
- Assess the uses of symbols, signs, and other semiotic communication in their school or work environment
- Develop a back-to-school night whereby the initial greeting sells the teacher
- Practice calling family and script that is used
- Strategize the best ways to gain respect and trust from their classes
- Create a class discipline plan that is fair and includes student input
- Define and understand stress responses
- Explore whole-hearted communication
- Identify empathetic feelings while communicating
- Exploring active listening skills
- Identify best practice while setting up room for conferences
- Create opportunities for families to share their response to your report
- Identifying best practice for any virtual conferences
- Identifies real-life situations that could lead to conflict
- Analyzes and demonstrates negotiation skills to create a win-win
- Demonstrates strategies to prevent and manage conflict with communication skills
- Applies skills outlined in module to everyday work situations

- Demonstrates communication skills that will enhance the outcomes to group discussions
- Define the four main types of stances
- Analyze each one and how they impact communication
- Recognize different behaviors exhibited by each stance

Curriculum Design:

Mastering Communication Skills is a sixty hour, three credit graduate level course completed over a thirteen-week period. During the first week of the course, the participants will complete an introduction. Modules one through nine will be completed one per week. Module ten will be completed over a two-week period, so students will have time to revise and complete the final integration project.

Hardware & Computer Skills Requirements:

Students may use either an Apple computer or a PC. Students should possess basic word processing skills and have internet access with an active email account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Internet Explorer, Firefox, Google etc.

Course Materials:

The required textbook for this course is *The Art of Communication*, by Judy Apps. This text will give detailed skills to allow the reader to gain ways to elicit productive conversations, deal with confrontation as well as understand all the complexities of communicating. Reflective prompts and prescribed exercises will be used in line with text chapters that are assigned.

Module Outline

Module one: The Basics of This Essential Skill

Content:

1. Exploring how one communicates to get their needs met from birth.
2. Identifying how one's innate personality effects their communication skills.
3. Self-reflecting about their skills growing up.
4. Explore their personality types via provided instrument.

Module two: Revealing the Levels of Communication

Content:

1. Identifying each level of communication from less to most impactful.
2. Examine how cliché communication is perceived.
3. Assessing the relationships that endure by sharing feelings and disclosing.
4. Explore barriers to communication

Module three: Understanding Conversation and the Use of Semiotics

Content:

1. Uncover the work of Albert Mehrabian and how we understand messages.

2. Examine why text messages whether to parents or cohorts is not recommended.
3. Assess the uses of symbols, signs, and other semiotic communication in their school or work environment.
4. Reflect on how the information will make the participant a better conversationalist.

Module four: Early Communication with Families-Best Practices

Content:

1. Create a script for calling home before or close to the first day of school.
2. Identify those families to contact in secondary schools if numbers of students are excessive.
3. Develop a back-to-school night whereby the initial greeting sells the teacher.
4. Practice calling family and script that is used. Reflect on results.

Module five: First Impressions Count

Content:

1. Share their first day opening statements to students or counselees.
2. Strategize the best ways to gain respect and trust from their classes.
3. Create a class discipline plan that is fair and includes student input.
4. Identify obstacles that might exist towards these first day suggestions.

Module six: How Emotions and Stress Effect Communication

Content:

1. Define and understand stress responses
2. Explore whole-hearted communication
3. Identify empathetic feelings while communicating
4. Exploring active listening skills
5. Strategies dealing with angry families

Module seven: Winning Families with Positive Conferencing Skills

Content:

1. Identify best practice while setting up room for conferences.
2. Explore how to be an active listener when parent shares concerns.
3. Create opportunities for families to share their response to your report.
4. Identifying best practice for any virtual conferences.

Module eight: Best Practice for Conflict Situations

Content:

1. Identifies real-life situations that could lead to conflict.
2. Analyzes and demonstrates negotiation skills to create a win-win
3. Demonstrates strategies to prevent and manage conflict with communication skills.
4. Reflect on previous conflicts and share what went wrong.

Module Nine: The Art of Collaboration

Content:

1. Identify situations where this skill is most essential
2. Applies skills outlined in module to everyday work situations

3. Demonstrates communication skills that will enhance the outcomes to group discussions.
4. Reflect on current situations that are group-related

Module 10: Communication Stances

Content:

1. Define the four main types of stances
2. Analyze each one and how they impact communication
3. Recognizes different behaviors exhibited by each stance.
4. Reflect on their own style in light of their core personality

Student Requirements:

1. Participation- Participants must respond in a timely manner according to course due dates and share their knowledge of material via reflection and talking point. Introductions will be written so that the author understands what they do.
2. Reading assignments- Participants must share their reactions and experiences with the subject matter within each module.
3. Reflection- Each reflective prompt should be unique to their experiences and shared in a well written response. A rubric will be given for each assignment.
4. Talking Point- Each participant must complete the talking point assignment with attention to the rubric which will be given for each assignment.
5. Final Integration Project- Using the outline that is given from the NYS Health Document, the participants will share lessons that they already do, integrating communication skills.

Course Evaluation:

Assignment	Points	Grading Scale
Module Reflections	40 points	A = 93-100%
Talking Point Assignments	40 points	B = 85-92%
Final Project	20 points	C = 77-84%

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.