

Syllabus: Graduate Teacher Education Courses

ED 500

Course: Social-Emotional Learning in the Classroom

Credit Hours: Three credit hours

Course Format: *Online*

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Course Description: This course is designed for teachers, administrators, counselors, and coaches. The participants will be required to select six one hour presentations from the ten different presentations that are offered. The presentations will vary in grade level and topic including but not limited to PBIS, 21st century skills, student motivation, pedagogy and strategies, diversity, and general educational philosophy. All of the presenters are esteemed educators who are currently in the field and will provide practical tools that participants can use right away in their educational setting. All the presenters have experience speaking at conferences or graduate level classes. Their presentations were selected because of the evidence they provided that their content has proven successful in the classroom. Jim Place is the facilitator.

Using group activities and individual reflection, each participant will be asked to reexamine and reconnect with his or her basic philosophies as an educator. The goal is to provide educators with proven strategies that they can immediately implement in their classroom.

Required Text(s) and Other Materials: None

Technology Requirements: Access to Gmail and Google classroom

Course Objectives: Upon completion of the course, the student will have accomplished the objectives listed under the following categories:

Knowledge:

1. Identify strategies appropriate to their content and grade level.
2. Identify significant character education styles and explain the appropriate use of each style.
3. Improve technology skills and be able to apply these skills to the classroom. This will include Planboard and Educlastic.
4. Explain PBIS and how various strategies and programs can be implemented in the classroom.

5. Explore the challenges in creating a character education program.
6. Explain E plus R = O and how it can help classroom management.
7. Identify the characteristics of a positive work environment/school.
8. Explain various ways in which the educator can help his/her staff to build a character education program to improve instruction and the holistic school experience for students.
9. Explain True Colors and how it can help classroom management.

Skills:

1. Improve classroom technology skills for the educator and the students.
2. Develop a personal plan for improving the attitude of students.
3. Choose an appropriate style for yourself as a character educator.
4. Demonstrate competence in writing through required assignments.

Dispositions:

1. Explain how technology can improve educators' classroom management.
2. Be an active participant in the school's PBIS program.
3. Appreciate the importance of character education in modeling growth behavior for others.
4. Appreciate the complexity of providing effective character education in schools.
5. Model respect for the dignity of the individuals in the school/organization setting.
6. Appreciate the importance of working in a global, multicultural, nonsexist society.
7. Respect for all individuals—their uniqueness and value systems in dealing with others.
8. Appreciate the strengths and weaknesses in one's self and others.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3

2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Class Description/Overview:

- A variety of videos will be posted on the Google Classroom. Please watch all of the posted videos. Students will watch seven hours of presentations.
- A worksheet with a list of reflection questions will go with the presentations and lectures. Students can pause the presentations to complete the reflection questions.
- Class participation. Google hangout discussion groups: one night, three hours which will include Q&A with the instructor, the featured speakers, and break out groups for discussion.
 - Students will prepare and post a question prior to the live virtual discussion.
 - Students will participate in online group discussions.
 - Students will participate in the online question and answer discussions.
 - Students will complete a response sheet in collaboration with peers.
- Students must participate in both the synchronous and asynchronous components of the class.

Requirements for Three Credit Hours	Students Effort (hours)
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Watch all videos posted on Google Classroom.	7
Reflect on videos, respond to questions on the worksheet and prepare for discussion/questions.	3
Email instructor one question after viewing and reflecting on videos. The question will be addressed the night of the live virtual discussion.	.5
Participate in a live three hour class including discussion with fellow educators, guest speakers and a Q & A session with the instructor. Complete a response sheet in collaboration with peers.	3
Reflect on the ideas shared in the live discussion and how these ideas impact you as an educator.	1.5
Write a six page reflection paper to the required work provided. Include how you are going to implement at least one idea from class into your educational setting. The paper must be typed, double-spaced, 12-point Times New Roman font, following APA protocol.	15
Complete one of the following options.	15
<p>A. Book Critique - Read one of the books provided below and write a two page critique of the book. You should include a summary, how the book relates to your classroom, and how you will implement an idea from the book.</p> <p>B. Become a Character Education Leader - Take a leadership role in your grade level or content area Professional Learning Community (PLC), building, or district that involves character education. Write a two-page paper as assigned in class. Your principal's signature will be required to verify. These activities could include but are not limited to:</p> <ul style="list-style-type: none"> ● A parent information night ● An all-school assembly ● An all-school character program ● Your school applying for an award based upon character education ● Membership in your school's PBIS Committee ● Starting a character based program in your content/building/district from something you have learned in the class ● Leadership Roles as approved by the instructor ● Please submit this form with your administrator's signature <p>C. Character Education Book - Students must read the entire Are You a Character Educator by Jim Place and write a two page reflection paper outlining the philosophies that resonated with them the most and why.</p> <p>D. Philosophy Book - Students must read the entire Jim Place's Philosophy Book and write a two page reflection paper outlining the philosophies that resonated with them the most and why.</p> <p>E. Community Service - Volunteer a minimum of six hours at an</p>	

organization that will inspire you to be a character educator and design lessons with social justice in mind for students. These hours can be with or without students. The site manager's signature is required. Please use this [form](#) for the signature.

- Write a two page reflection paper on your experience and how this will impact your lesson design and the impact of community service to your students.
- Suggested organizations include but are not limited to:
- St. Vincent DePaul
- House of Bread
- The Free Store Food Bank
- Any local food pantry or soup kitchen
- Organizations as approved by the instructors.

F. Character Professional Learning Community - Form a Professional Learning Community of Character Educators at your school or in your district. You must have at least three other members in your PLC. Your group must meet at least five times (in person or virtually) for a minimum of one hour to discuss how you can create more positive character programs for your school or district.

- The PLC must create a product that builds better character in their school. Examples include but are not limited to:
 - PBIS initiative
 - School-wide character week
 - Professional Development for staff
 - Social-Emotional Standards based lesson examples for all content areas
- A two page paper reflecting on your work is required.

G. Character Lesson Design - Implement a character lesson or program in your class or school that you learned in class. The planning and execution should consist of a minimum of six hours of work. Your principal's signature will be required. Write a two page reflection paper on the lesson design, implementation, barriers, and successes of your character program.

Total for three credit hours	45
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**You may not repeat a specific assignment that you completed for another class. You may choose the same option, but it has to be new material, lessons, PLCs, etc.

Approved Book Critique Books

A Whole New Mind by Daniel Pink

Lessons From the Classroom: 20 Things Good Educators Do by Hal Urban

The Power of Habit by Charles Duhigg

A Framework for Understanding Poverty by Ruby Payne

Emotional Intelligence and Why It Can Matter More than IQ by Daniel Goleman

The Ten Commandments of Character by Joseph Teluskin

A Case for Kindness by Lisa Barrickman

The Power of Kindness by Piero Ferrucci

Answering Why by Mark Perna

The Road to Character by David Brooks

Be The Hero You've Been Waiting For by Yvonne and Rich Dutra-St.John

10 Truths About Leadership by Pete Luongo

Principals Who Dare to Care by Dr. A. William Place

“Stop, Think, Act, Integrating Self-Regulation in the Early Childhood

Classroom by Megan McClelland and Shauna Tominey

Radical Kindness by Angela C. Santomero

SAAB and The Team Captain's Leadership Manual by Jeff Jansen

Dare to Lead by Brene Brown

Daring Greatly by Brene Brown

Emotional Poverty in the Classroom by Ruby Payne

That ONE KID: Changing Lives One Student at a Time by Brian Mendler

Discipline with Dignity by Brian Mendler

Multiple Intelligences by Howard Gardner

Grit by Angela Duckworth

Any book by Malcolm Gladwell

Winners Manual by Jim Tressel

Think like a Freak by Steven Levitt

Culturally Responsive Teaching and the Brain by Zaretta Hammon

Attendance/Participation: Attendance is required for the live three hour virtual class.

Grading: Students will earn a Satisfactory (S) or Unsatisfactory (U) grade for this class. To earn a S students must successfully complete the work as outlined above..

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the instructor. The instructor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the instructor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email (dro@csupueblo.edu).

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Mandatory Reporting: Colorado State University Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional

[equity](#)).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*