Syllabus: Graduate Teacher Education Courses

Course: Creating Your Own Philosophy of Teaching

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 watch seven one hour presentations. There is an introductory presentation and then six areas of educational philosophy. Each presentation challenges the participant to implement their own philosophy of education. The six areas are:

Culture/Goals/Why/Passion

Organization (K-6 and 7-12)

Discipline/Motivation/Leadership

Hard Work/Tenacity

Self Esteem/Staff/Master Teachers/Burn-out

Students with Issues/Individual Differences/Crises/Dealing with Problems
Each presentation is composed of Jim Place presenting his beliefs and then short presentations from educators who have taken one of Jim's Character Education classes and have hands-on information to share. 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 classrooms.

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. Identify the role of Culture in the success of an educator and provide examples of successful plans to develop a successful culture.
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. Identify proven methods for motivating students who present challenges in the classroom and provide examples of successful plans for motivating these students
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. Identify proven methods for improving classroom discipline and provide examples of successful plans for classroom discipline.

Skills:
1. Improve classroom organization, discipline and leadership.
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 improving the classroom culture will result in improved academic performance by the students.
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:

<center>1=Basic, 2=Developing, 3=Proficient, 4=Advanced</center>

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, one-hour online 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)
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 an 8 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
A. Book Critique - Read one of the books provided below and write a four 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. 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 four-page paper as assigned in class. Your principal's signature will be required to verify. These activities could include but are not limited to:	

- 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

C. Character Education Book - Students must read the entire *[Are You a Character Educator](#)* by Jim Place and write a four page reflection paper outlining the philosophies that resonated with them the most and why.

D. Philosophy Book - Students must read the entire [Jim Place's Philosophy Book](#) and write a four page reflection paper outlining the philosophies that resonated with them the most and why.

E. Community Service - Volunteer a minimum of six hours at an 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 four 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 four 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

**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

*Classroo*m 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