



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Social Emotional Schools: Classroom Management Re-Imagined

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

Catalog Description

This course will explore the current A Social Emotional Society of Students in schools. Participants will explore the facets of The Organic School and how to implement its components to embed social emotional skills across the school structures. Special attention will be paid to Holistic Learning, Classroom Community, Communication, and Consequences in a social emotional responsive school. Participants will learn to design and implement Emotionally Responsive Curriculum. Evaluation of future trends in social emotional learning, including the Facilitator: Future of the Teacher will be examined.

Prerequisites: none

Learning Outcomes

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of social emotional classroom management
2. Synthesize and apply the components of social emotional learning as classroom management
3. Execute techniques to design and implement social emotional learning

INSTRUCTIONAL OBJECTIVES:

1. Apply understandings of A Social Emotional Society of Students in schools
2. Evaluate and implement components of social emotional classroom management
3. Evaluate and implement components of The Organic School
4. Apply understandings of Holistic Learning
5. Design and implement techniques of Holistic Learning

6. Select, through a criteria, appropriate techniques for Classroom Community, Communication, and Consequences
7. Execute techniques to design and implement an Emotionally Responsive Curriculum
8. Synthesize trends in social emotional learning impacting the Facilitator: Future of the Teacher

Teaching/Learning Strategies

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

Required Readings

Anderson, M. (2018, Sept.) Getting Consistent with Consequences. *Educational Leadership*, 73(2), 26-33.

Benson, J. (2015, Oct.) How Not to be a Mountain Troll. *Educational Leadership*, 73(2), 42-45.

Brackett, M.A and Simmons, D. (2015, Oct.) Emotions Matter. *Educational Leadership*, 73(2), 22-27.

Desrochers, J. (2015, Oct.) RX for Mental Health. *Educational Leadership*, 73(2), 46-50.

Evaluation Methods

1. One Page Response Journals: Participants should write a one page response to the required reading article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? Journals should be a minimum of one page in length (12 point Times New Roman, double spaced).
2. Online Discussions: Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week and include a minimum of 150 words.
3. Final Assignment: For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on social emotional classroom management. Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements:

-Workshop agenda stating workshop goals, topics to be presented, and time segments **(10 points)**

-PowerPoint presentation on techniques for social emotional classroom management to be presented as part of your workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation. **(30 points)**

-Handout to be used for the presentation (e.g., fact sheet, brochure, FAQ, etc.) The handout should be no more than one page of print (i.e. one side or two sides of one piece of paper = one page of print) **(20 points)**

-Creation of one workshop audience activity designed to teach a topic of the workshop **(30 points)**

-Inclusion of course content. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation **(10 points)**

Testing and Grading:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

Grading Scale-Graduate

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Accessibilities Services Office (ASO), which is located in the Diane M. Halle Library (room 209) and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Accessibilities Services Office, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at: <http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

Topical Outline and Timeline

Week One

- Review Syllabus
- Topics Covered:
 - A Social Emotional Society of Students

Assignment(s)

Required Reading:

Brackett, M.A and Simmons, D. (2015, Oct.) Emotions Matter. *Educational Leadership*, 73(2), 22-27.

One Page Response Journals - Written Response

Week Two

- Topics Covered:
 - The Organic School

Assignment(s)

Required Reading:

Desrochers, J. (2015, Oct.) RX for Mental Health. *Educational Leadership*, 73(2), 46-50.

One Page Response Journals - Written Response

Week Three

- Topics Covered:
 - Holistic Learning

Assignment(s)

Online Discussion

Week Four

- Topics Covered:
 - Classroom Community, Communication, and Consequences

Assignment(s)

Required Reading:

Anderson, M. (2018, Sept.) Getting Consistent with Consequences. *Educational Leadership*, 73(2), 26-33.

One Page Response Journals - Written Response

Week Five

- Topics Covered:
 - Emotionally Responsive Curriculum

Assignment(s)

Required Reading:

Benson, J. (2015, Oct.) How Not to be a Mountain Troll. *Educational Leadership*, 73(2), 42-45.

One Page Response Journals - Written Response

Week Six

- Topics Covered:
 - Facilitator: Future of the Teacher

Assignment(s)

Final Assignment.

* *Syllabus is subject to change.*

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics Covered: <ul style="list-style-type: none"> ○ A Social Emotional Society of Students <p>Assignment(s) Required Reading: Brackett, M.A and Simmons, D. (2015, Oct.) Emotions Matter. Educational Leadership, 73(2), 22-27.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Two</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ The Organic School <p>Assignment(s) Required Reading: Desrochers, J. (2015, Oct.) RX for Mental Health. Educational Leadership, 73(2), 46-50.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Three</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Holistic Learning <p>Assignment(s) Online Discussion</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Four</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Classroom Community, Communication, and Consequences <p>Assignment(s) Required Reading: Anderson, M. (2018, Sept.) Getting Consistent with Consequences. Educational Leadership, 73(2), 26-33.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Five</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Emotionally Responsive Curriculum <p>Assignment(s) Required Reading: Benson, J. (2015, Oct.) How Not to be a Mountain Troll. Educational Leadership, 73(2), 42-45.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p>Week Six</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Facilitator: Future of the Teacher <p>Assignment(s) Final Assignment.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>