



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Promoting Positive School Culture in the Classroom

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 is designed to provide educators with an overview of the essentials required in a positive school and classroom culture. Participants will learn the components of positive school and classroom communities. The components of bridging the home school connection will be covered as well as community involvement in schools. Topics covered will include zero tolerance, bullying, creating a supportive school, service learning, teaching social responsibility, connecting with diverse families, and more.

COURSE PREREQUISITES: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of positive school and classroom culture
2. Synthesize and apply of the components of a supportive school by creating a positive plan
3. Execute techniques to connect classrooms with families and the community

INSTRUCTIONAL OBJECTIVES:

1. Interpret and explain the basic and current issues in school culture
2. Explain the components of a supportive school and how to implement those components
3. Select, through a criteria, appropriate techniques to bridge the classroom to the home and community
4. Explain and evaluate recent anti-bullying laws as well as zero tolerance policies
5. Assemble and formulate techniques to teach students social responsibility

TEACHING/LEARNING ACTIVITIES:

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

REQUIRED & RECOMMENDED READINGS:

Anti-Bullying

Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. *Review of General Psychology*, 5(4), 323–370.

Beaudoin, M. N., & Taylor, M. (2004). *Creating a positive school culture: How principals and teachers can solve problems together*. Thousand Oaks, CA: Corwin.

Beaudoin, M. N., & Taylor, M. (2009). *Responding to the culture of bullying and disrespect: New perspectives on compassion, collaboration, and responsibility* (2nd ed.). Thousand Oaks, CA: Corwin.

Morrow, J. (2001). *Choosing excellence*. New York: Scarecrow Education.

Smith, S., & Eisterhold, A. L. (2010). Ten missteps that will drive away teachers. *Principal*, 90(1), 42–47.

Weber, M. (2008). Fighting the consequences of negativity. *School Administrator*, 5(65), 1–2.

Supportive Classrooms & Schools

Berman, S. (1990). Educating for Social Responsibility. *Educational Leadership*, 75-80.

Bosman, J. (2010, March 30). City will stop paying the poor for good behavior. *New York Times*. Retrieved from www.nytimes.com/2010/03/31/nyregion/31cash.html

Cowan, G., Bobby, K., St. Roseman, P., & Echandia, A. (2002). *Evaluation report: The home visit project*. Sacramento, CA: Sacramento City Unified School District. Retrieved from www.eric.ed.gov/PDFS/ED466018.pdf

Ferlazzo, L., & Hammond, L. A. (2009). *Building parent engagement in schools*. Santa Barbara, CA: Linworth.

Frank, Laurie. Journey Toward the Caring Classroom: Using Adventure to Create Community in the Classroom, 2004.

Hanifan, L. J. (1916, September). The rural school community center. *Annals of the American Academy of Political and Social Science*, 67, 130–138.

Mediratta, K., Shah, S., McAlister, S., Fruchter, N., Mokhtar, C., & Lockwood, D. (2008). *Organized communities, stronger schools: A preview of research findings*. Providence, RI: Annenberg Institute for School Reform at Brown University. Retrieved from www.annenberginstitute.org/pdf/OrganizedCommunities.pdf

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York: Riverhead Books.

Rothstein, R. (2010, October 14). *How to fix our schools* (Issue brief 286). Washington, DC: Economic Policy Institute. Retrieved from www.epi.org/publications/entry/ib286

Southwest Educational Development Laboratory. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, Texas: Author.

Tuss, P. (2007). *Evaluation of the CAHSEE Home Visit Pilot Project*. Sacramento, CA: Sacramento County Office of Education, Center for Student Assessment and Program Accountability.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. 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?
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.
3. **Final Assignment:** For the final assignment, participants will write a one page response, outlining a plan of action to correct a given case study. The main focus of your paper should be the integration of course topics and materials.

TESTING AND GRADING:

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

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 Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, 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.

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 TIMELINE

Week One

- Review Syllabus
- Topics Covered:

- o Zero Tolerance
- o Anti-Bullying

Required Readings

Article on bullying

Other Assignments

Discussion Board.

Week Two

- Topics Covered:
 - o Creating a Supportive School & Classroom

Required Readings

Article on supportive schools and classrooms

Other Assignments

One page written response.

Week Three

- Topics Covered:
 - o Creating Community in the Classroom

Other Assignments

Discussion board.

Week Four

- Topics Covered:
 - o Bridging Families & Schools
 - o Involvement or Engagement?
 - o Diverse Families

Assigned Readings

Article on engagement

Other Assignments

One page written response.

Week Five

- Topics Covered:
 - o Teaching Social Responsibility
 - o Service Learning

Required Readings

Article on social responsibility

Other Assignments

One page written response.

Week Six

- Topics Covered:
 - o Pulling it all Together
 - o Best Practices

Other Assignments

Discussion board

One page plan of action response to a case study

Topical Outline

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"> o Zero Tolerance o Anti-Bullying <p>Required Readings Article on bullying</p> <p>Other Assignments Discussion Board.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5
<p><u>Week Two</u></p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Creating a Supportive School & Classroom <p>Required Readings Article on supportive schools and classrooms</p> <p>Other Assignments One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5
<p><u>Week Three</u></p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Creating Community in the Classroom <p>Other Assignments Discussion board.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5
<p><u>Week Four</u></p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Bridging Families & Schools o Involvement or Engagement? o Diverse Families <p>Assigned Readings Article on engagement</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	22.5

<p>Other Assignments One page written response.</p>		
<p>Week Five</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Teaching Social Responsibility o Service Learning <p>Required Readings Article on social responsibility</p> <p>Other Assignments One page 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 Pulling it all Together o Best Practices <p>Other Assignments Discussion board One page plan of action response to a case study</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>

* *Syllabus is subject to change.*