

COURSE SYLLABUS

**Engaging Students, Families, and Colleagues in Order to Improve Teaching and Learning**

*Fall 2017*

<b>Course Number:</b>	ED & HUD 795-9, section 7400 (#0437D)
<b>Credits:</b>	Three (3) Graduate Credits
<b>Prerequisite:</b>	Graduate Standing (Must have earned a bachelor's degree)
<b>Instructors:</b>	Amy Bogenschuetz and Todd Hunt
<b>Schedule:</b>	<b>Face to face:</b> Mondays: February 12 and 26, March 12, April 2, 16, 30, May 14 (4:00 – 7:30 PM) <b>Online:</b> Mondays February 19, March 5 and 19; <b>Thursday April 19;</b> Monday, April 23 and Monday, May 7.
<b>Location:</b>	Riverview Middle School

**Course Description:** This course will allow for guided and honest self-reflection of interpersonal skills. Educators will learn how to evaluate their interpersonal skills so they can effectively communicate and build rapport with students, families, and colleagues. Educators will reflect on their strengths and weaknesses with the mindset that continual growth is the key to creating and maintaining relationships with students, families, and colleagues.

**Course Emphasis:** Educators will demonstrate communication (both verbal and non-verbal) and interpersonal skills and strategies that result in respectful, compassionate, and effective information exchange and decision making with students, families, members of the educator's team, other colleagues and the community.

**Course Objectives:**

- Educators will understand and implement the Plymouth School District's Strong Interpersonal Skills section of the Master Educator Framework.
- Educators will evaluate, reflect, and share effectiveness of interpersonal skills in the profession.
- Educators will intentionally develop meaningful relationships with students, parents, colleagues, and community members to create a supportive environment.
- Educators will seek and actively respond to feedback from students and colleagues about efforts to build rapport and positive culture in all aspects of their professional lives.
- Educators will demonstrate and model the ability to relate to other perspectives to build positive cultures throughout their organization.
- Educators will learn how engaging students affects classroom achievement.
- Educators will demonstrate learning through the use of technology based activities.

## Required Readings:

Whitaker, T. (2011). *What great teachers do differently: Seventeen things that matter most* (2nd ed.). Larchmont, NY: Routledge.

Hall, Peter A. (2015) *Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom*

## Choose One:

Esquith, R. (2013). *Real talk for real teachers: Advice for teachers from rookies to veterans*. New York, NY: Viking Adult.

Burgess, D. (2012). *Teach like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator*.

## Additional Readings and Videos:

Greenleaf, R., Beazley, H., & Beggs, J. (2003). *The servant-leader within: A transformative path*. (1st ed.). New York, NY: Paulist Press.

## Course Requirements:

- Produce 12 online reflections using an interactive blog
- Complete pre and post self-assessment of interpersonal skills
  
- Activities: Synthesizing readings using online message board, online poster tools, roleplaying/discussion

## Course Evaluation and Assessment:

- Class attendance and participation: 25%
- Readings, reflections, discussion: 25%
- Course Activities and plan for future 50%  
100%

## Outline

### Session 1 – Sep 12th: Who are you? (Face to face)

- Inventory/pre-assessment
- What makes a great teacher?
- How does the Educator Effectiveness fit in?
- Why are interpersonal skills conversations so difficult?
- How do I deeply reflect?

### Session 2 – September 19<sup>th</sup>: Meet Some Good Educators- Part 1 (Online)

- Read/Observe educators with good interpersonal skills
- Complete activities related to interpersonal skills on the course Weebly

## **Session 3 – September 26<sup>th</sup>: Why do we build relationships? (Face to face)**

- Importance of relationships with students, colleagues, families and the community
- Can teachers be friends with students?
- How do positive relationships foster learning?

## **Session 4 – October 3<sup>rd</sup>: The Results of Good Relationships: What do you do? Part 1 (Online)**

- Read/Observe examples of relationships
- Complete activities related to interpersonal skills on the course Weebly

## **Session 5 – October 10<sup>th</sup>: Building Communities in Your School and Classroom (Face to face)**

- Setting the “tone” in your classroom
- Why do we build communities?
- How do we build an exceptional community?
- How can an emotionally safe classroom be created?
- Collaborating with colleagues to build community

## **Session 6 – October 17<sup>th</sup>: Getting Students to do great things. What do you do? Part 2 (Online)**

- Read/Observe examples of motivating students.
- Complete activities related to interpersonal skills on the course Weebly S

## **Session 7 – October 24<sup>th</sup>: What do you see during your day? Part 2 (Face to face)**

- Read/Observe examples of how to set high expectations and still have students achieve them.
- Complete activities related to interpersonal skills on the course Weebly

## **Session 8 – October 31<sup>st</sup>: Establishing Expectations (Online)**

- What is your leadership style?
- Managing your classroom and setting expectations
- Giving and receiving feedback constructively

## **Session 9– November 7<sup>th</sup> : Engagement in the Classroom Part 3 (Online)**

- Read/Observe examples of quality student engagement
- Complete activities related to interpersonal skills on the course Weebly

## **Session 10 – Nov 14<sup>th</sup>: Student Engagement (Face to face)**

- Strengthening student engagement
- What really motivates students?
- Intrinsic vs. extrinsic motivation (Daniel Pink)
- Growth mindset

## **Session 11 – November 21<sup>st</sup>: What are your Passions? (Online)**

- Identify how your passion affects students
- Complete activities related to interpersonal skills on the course Weebly

## **Session 12 – November 28<sup>th</sup>: Where does Empathy come in? (Face to face)**

- Understanding the needs of diverse learners
- What can we learn from our students?
- Why do we need to know where students coming from?

## Session 13 – December 7<sup>th</sup>: Now What? What changes will I make? (Face to face)

- Set a plan for the future
- How did your reflection journey change your practice?

## Wisconsin Standards for Teacher Development and Licensure

- 2. Teachers know how children grow.**  
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3. Teachers understand that children learn differently.**  
The teacher understand how pupils differ in their approaches to learning and the barriers that impeded learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 5. Teachers know how to manage a classroom.**  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. Teachers communicate well.**  
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 9. Teachers are able to evaluate themselves.**  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
- 10. Teachers are connected with other teachers and the community.**  
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

*Last updated 11/2/17 – MS/cw*