

Regional Office of Education #8
Building Connections Syllabus
Lindenwood University

COURSE INFORMATION

Course Number/Title	Connected Educators: Building Connections in a Disconnected World – EW 51194
Credit Hours	1 credit
Semester and Academic Year	Spring 2019
Course Dates	2-13, 3-14, 4-11 (Face to Face)
Location	Cork and Tap Meeting Room, Oregon, IL
Prerequisite for Course	NA
Required Books/Materials	NA
Optional Books/Materials	Online materials as determined by instructor

Instructor: Deborah Endress

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Hours (15 Total)

Face to Face: 10 hours

Feb 13: 5:30-8:30 pm

Mar 14: 5:30-8:30 pm

Apr 11: 5:30-8:30 pm

4-11: Final projects/presentations TBD 4:30-5:30 or 8:30-9:30

Independent Application in Classrooms: 5 hours

COURSE DESCRIPTION:

This series is designed to equip teachers with background information and strategies to better build connections to reach and teach the challenging students in their care. Trauma-informed practices, stress management techniques and designing an effective classroom and culture for student success will be the main focus. Participants will develop strategies for specific situations and share in a networking situation the effectiveness and impact of these strategies. They will then develop actions steps for future use.

COMPLIANCE with NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBTS)

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice:

1. Commitment to students and their learning
2. Knowledge of subject matter and instructional strategies
3. Management and monitoring of student learning
4. Systemic reflection about the teaching profession to learn and grow from experience
5. Collaborative participation in the educational learning community

COURSE OUTCOMES

- Creating an Environment of Respect and Rapport (Danielson 2a)
 - Teacher interaction with students, including both words and actions
 - Student interaction with students, including both words and actions
- Establishing a Culture for Learning (Danielson 2b)
 - Importance of content and of learning
 - Expectations for learning and achievement

- Managing Student Behavior (Danielson 2d)
 - Expectations
 - Monitor student behavior
 - Response to student misbehavior
- Communicating with Students (Danielson 3a)
 - Expectations for learning
- Reflecting on Teaching
 - Use in future teaching

COURSE ASSIGNMENTS/PROJECTS – COURSE ALIGNMENT

1. Positive participation in all discussions and presentations.
2. Develop strategies to reach and teach a specific student. Share effectiveness of strategies used with student reaction and impact on behavior and learning.
3. Implement two different stress management strategies. Share effectiveness of strategies and impact on stress levels.
4. Presentation and sharing with colleagues with next action steps.

Assignment	Corresponding Outcomes	Points
1. Implement active listening and communication skills for positive participation for all discussions and presentations.	Participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students	25
2. Design lesson/strategy to impact behavior and learning environment for a specific student.	Uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports	25
3. Implement two different stress management strategies. (one for student, one for teacher) Share effectiveness and impact on stress levels.	Reflects on professional practice and resulting outcomes; engages in self-assessment and adjust practices to improve student performance, school goals, and professional growth	25
4. Share assignment and results with colleagues and include next action steps.	Reflects on professional practice and resulting outcomes; engages in self-assessment and adjust practices to improve student performance, school goals, and professional growth	25

Percentage	Grade
93-100	A
85-92	B
77-84	C
68-76	D
0-67	F

COURSE SCHEDULE

Date	Course Content/Topic	Presenters
Session 1 2-13	Introduction to Trauma and the Impact on Brain Development and Education	Terry Camplain Stephanie White
Session 2 3-14	Self- Care: Filling Your Cup, So You Can Pour for Others	Gary DeVore Deb Endress
Session 3 4-11	From the Ground Up: Designing Classroom and Culture for Student Success	Sam Buss Lynn Kalnins
4-11	Sharing of Projects/Presentations	Deb Endress