The Blueprint for Education: Nurture, Guide, & Empower

EDUO 9055 Six Graduate Level Units/Credits

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Course Overview

Unlock a systematic approach to cultivating profound student success with "The Blueprint for Education." This workshop provides educators with a comprehensive, three-part framework designed to foster environments where all students are motivated, engaged, and academically thriving. Through powerful readings, dynamic discussions, and hands-on projects, participants will move beyond general theory. Educators will walk away ready to implement actionable strategies centered on the core pillars of modern learning: Nurture, Guide, and Empower.

Course Objectives

In this course, participants will have the opportunity to:

- Discuss and reflect on the pillars of transformative learning: Nurture, Guide, & Empower.
- Learn how to transform their classroom culture where connection and belonging are paramount, linking all learning to learner context and ensuring equitable access to success.
- Participate in lessons, activities, and projects that are designed to demonstrate how to facilitate deep cognitive growth, ignite students' natural curiosity, and elevate their capacity for critical reflection.
- Demonstrate the ability to redesign learning experiences to be authentic and real-world applicable, positioning students as active agents in their own learning journey.

Course Relation to CCS or other Professional Standards

While completing the class assignments, activities, lessons, and projects, educators enrolled in this course will work toward fulfilling the following professional teaching standards:

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

1.1 Connecting students' prior knowledge, similar experiences, and interests with learning goals

1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs

1.3 Facilitating learning experiences that promote autonomy, interaction and choice

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

1.5 Promoting self-directed, reflective learning for all students

2. CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

2.1 Creating a physical environment that engages all students

2.2 Establishing a climate that promotes fairness and respect

2.3 Promoting social development and group responsibility

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

3.4 Developing student understanding through instructional strategies that are appropriate to the student

4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs

4.5 Modifying instructional plans to adjust for student needs

5. ASSESSING STUDENT LEARNING

5.1 Establishing and communicating learning goals for all students

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

6.1 Reflecting on teaching practice and planning professional development

6.5 Working with colleagues to improve professional practice

Course Outline

Day 1: Introduction/The Blueprint for Education
Day 2: Transformational Learning Principles
Day 3: Introduction to Nurture
Day 4: Belonging, Connection, & Opportunity
Day 5: Introduction to Guide
Day 6: Curiosity, Expertise, & Reflection
Day 7: Introduction to Empower
Day 8: Authentic Experiences & Agency
Day 9: The Blueprint for Education/Transformative Learning Revisited
Day 10: Process the experience and information learned

Course Requirements

1. Attend all ninety hours of synchronous and asynchronous class time.

2. Read all assigned readings.

3. Participate in:
   - all class activities
   - all class discussions
   - all class projects

4. Write three papers in reaction to educational issues, methods, activities, or strategies introduced in either daily class time or nightly reading assignments.

5. Give a 30-minute hands-on presentation of one of the most engaging lessons you've taught in your classroom.

6. Gather books and resources to share in class.

7. Help make this a successful class by enthusiastically completing all the above requirements and performing at least one special classroom job or responsibility.

8. Complete and present your self-reflection assignment.

9. Complete and turn in the class evaluation form.

Course Assessment Rubric

Class members will be assessed on participation in all discussions, activities, and projects as well as on attendance. Furthermore, participants will be evaluated on their presentations and written reaction papers.

Area Assessed	Exemplary: A to A-	Acceptable: B+ to B-	Unacceptable: INC
Attendance	Attend all class sessions	One excused absence	More than one absence
Participation	Enthusiastically participates in all class activities, discussions, and projects	Reluctantly participates in all class activities, discussions, and projects	Does not participate in all class activities, discussions, and projects
Presentations	Class presentations are professional, demonstrate an understanding of concepts with real-world applications, and are well organized	Class presentations are professional, but somewhat disorganized and only demonstrate a partial understanding of concepts	Class presentations are unprofessional, disorganized and/or do not demonstrate an understanding of the topic or concepts
Written Assignments	All written assignments are on topic, well organized, provide adequate evidence, and are free of grammatical/spelling errors	Written assignments are on topic, but somewhat disorganized with little evidence and contain some grammatical/spelling errors	Written assignments are off topic, disorganized, lack evidence and contain many grammatical/spelling errors

Addendum:

Course Philosophy

This class operates by the notion that the best learning takes place when people feel they are part of a community that respects all learners. Since everybody perceives the world differently, information will be presented in a variety of ways. Numerous methods will be used to process presented information, as each person has a unique way of connecting new information to what they already know. Being that individuals demonstrate understanding in their own ways, there will be multiple procedures for assessing understanding. Another belief on which this class is based is that long-term learning only occurs when you actually do what you learn. Adhering to these tenets, the information provided throughout the ninety hours of class time is delivered through readings, videos, discussions, activities, reports, and lessons presented by the learner as well as the instructor.

Class Resources

The following resources and references were used in the development of this workshop. You will not be required to read all the information below and will likely be asked to read other resources that are not yet listed. Participants are not required to purchase any of the books or articles below. The instructor will provide all required readings to participants during the workshop.

Alvarez, Brenda, "*The Power of Transformational Social Emotional Learning"* California Educator, May 2025

Aniefuna, Mi, "*The Science Behind the Strategies"* Educational Leadership, July 2025

Ark, Tom, "*Why Leaner Agency Is More Important Than Ever"* Educational Leadership, July 2025

Budge, Kathleen & Chandler, Grant, "*The Signals We Send About Who Belongs"* Educational Leadership, July 2025

Culver, Michelle & Lee, Alison, "*Bots for Belonging?"* Educational Leadership, September 2025

Danielson, Charlotte & Kappes, Lee, "*The Impact on Belonging on Student Growth"* Educational Leadership, July 2025

Doubet, Kristina, "*Learning is Personal – Or It Should Be"* Educational Leadership, July 2025

Dugan, Jamila & Safir, Shane, "*What Happens When We Truly Center Student Voice"* Education Leadership, April 2025

Eakins, Sheldon, "*Belonging Before Behavior"* Educational Leadership, September 2025

Fisher, Douglas & Nancy Frey, "*Welcoming AI with Purpose"* Educational Leadership, February 2025

Frontier, Tony, "*Deeper Learning, Not Passive Compliance"* Educational Leadership, February 2025

Galicia, Angel, "*No, "Brain Rot" Isn't Ruining My Generation"* Education Week, January 2025

Goodwinn, Bryan, "*Expert-Ease: Making Learning Stick for Students"*, Educational Leadership, July 2025

Hammon, Zaretta, "*Teaching Curiosity"* Educational Leadership, July 2025

Hernandez, Michael, "*Five Ways to Foster a Culture of Belonging"* Educational Leadership, September 2025

Hill, Teresa, "*Defining "Basic Skills" in the Age of AI"* Educational Leadership, February 2025

Hill, Teresa, "*Let's Teach Potential, Not Perception"* Educational Leadership, May 2025

Kohn, Alfie, "*All Learning, No Questioning: How Schools Smother Curiosity"* Education Week, October 2025

Kolb, Liz, "*Learning by Doing in the Digital Age"* Educational Leadership, July 2025

Langreo, Lauraine, "*Why This School is Integrating AI literacy with Algebra 1"* Education Week, April 2025

Long, Cindy, "*Comics: The Superheroes of Welcoming Classrooms"* NEA Today, October 2025

Magliozzi, Dennis & Peterson, Kristina, "*How AI Helps our Students Deepen Their Writing (Yes, Really)"* Education Week, August 2025

McWilliams, Kim, *"The Lessons Students Can't Learn from Their Phones"* Education Week, May 2025

Moreno, Carlos, "*The Equity Imperative"* Educational Leadership, July 2025

Orr, Jennifer, "*Protecting Student Curiosity"* Educational Leadership, March 2025

Prothero, Arianna, "*Are Today's Students Really Less Independent Than Previous Generations?"* Education Week, January 2025

Radday, Elizabeth, "*Student Projects anf AI: An Ideal Combination"* Educational Leadership, February 2025

Raine, Fernande & Rivers, Susan, "*Patriotism Done Right: We Can't Lecture Teens into Loving Our Country"* Education Week, April 2025

Sekou, Sundjata, "*MIC Check: One, Two...One, TEACH"* NEA Today, August 2025

Singh, Michelle, "*The Classroom Every Child Deserves"* Educational Leadership, May 2025

Smith, Dominque, Fisher, Douglas & Frey, Nancy, "*FIve Simple Ways to Say, "You Belong"* Educational Leadership, September 2025

Stoltufus, Kate, "*Interview: Turning AI into a Tool for Equity"* Educational Leadership, February 2025

Szczesny, Tom, "*Creating a Mosaic of Connection"* Educational Leadership, September 2025

Wiggins, Alex, "*Feedback That Matters"* Educational Leadership, July 2025

Zhao, Yong, "*If Schools Don't Change, The Potential of AI Won't be Realized"* Educational Leadership, February 2025