

Fixing Education - One Step at a Time
EDUO 9357 - Six Graduate Level Units/Credits
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Course Overview

The world of education has become extremely challenging over the past few years. From teacher shortages to the mental health crisis, both educators and students are struggling. The reform needed to fix such problems is often impractical and can take years! We do not have the time to wait. By implementing practical ideas and strategies incrementally, educators can continuously improve each issue and ultimately make a big shift. Through powerful readings, dynamic discussions, and hands-on projects, educators will walk away from this workshop ready to tackle education's biggest challenges, one step at a time.

Course Objectives

In this course, participants will have the opportunity to:

- Discuss and reflect on the biggest challenges facing education today.
- Learn practical ideas and strategies that will help address education's biggest challenges.
- Participate in lessons, activities, and projects that are designed to demonstrate how to create classrooms and schools that will improve both student and educator outcomes.
- Demonstrate the ability to create curriculum and learning environments that supports student engagement, behavior, and social-emotional skills while reducing educator burn out and increasing teacher retention.

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

Day 2: Biggest Educational Challenges

Day 3: Start Small To Go Big

Day 4: Teacher Retention/Support

Day 5: Student Behavior

Day 6: Mental Health

Day 7: Equity

Day 8: Student Engagement

Day 9: Biggest Educational Challenges and Solutions 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 your 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 of 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.

Articles:

Barcelos, Elizabeth, “The Power of Memes” California Educator, September, 2023

Betina, Hsieh, “A Matter of Respect” Educational Leadership, September, 2023

Bicknell, Kelly, “To the Teacher Feeling Unsupported with Student Behavior” Educational Leadership, November, 2023

Blad, Evie, “Schools Use Therapy Dogs to Boost Mental Health, Academics” Education Week, February, 2022

Boryga, Andrew, “10 Powerful Ways to End Your Lessons” California Educator, July, 2023

Coleman, Jasmine and Davenport, Gina, “Following Student’s Lead on Social Justice” Educational Leadership, May 2023

Derosa, MaryAnn, “Climbing to a Better View” Educational Leadership, November, 2023

Emdin, Christopher and Levy, Ian, “Rethinking Challenging Behavior” Educational Leadership, November, 2023

Fisher, Douglas and Frey, Nancy, “Why Classroom Agreements?” Educational Leadership, November, 2023

Fisher, Douglas, Frey, Nancy, and Gonzalez, Alejandro “Four C’s for Better Student Engagement” Educational Leadership, September, 2023

Flannery, Mary, “Behavioral Specialists Want You to Know” NEA Today, October, 2023

Flannery, Mary, “Why Mentoring Matters” NEA Today, August, 2023

Friedman, Johnathan and LaFrance, Sam, “Protecting Student’s Freedom to Learn” Educational Leadership, September, 2023

Gonser, Sarah, “How to StartStrong...” California Educator, September, 2023

Goodwin, Bryan, “And Now for Some Good News” Educational Leadership, September, 2023

Gorski, Paul and Swalwell, Katy, “Moving From Equity Awareness to ACTION” Educational Leadership, May 2023

Habib, Roni, “10 Awesome Tips...” California Educator, September, 2023

Heal, Jim and Goodwin, Bryan, “Moving From Engagement to DEEPER THINKING” Educational Leadership, April, 2023

Jung, Lee Ann, “Connection Before Correction” Educational Leadership, November, 2023

Krahenbuhl, Kevin and Carter, John, “Embracing “Shallow” Thinking” Educational Leadership, April, 2023

Kristina, Kyles-Smith, “To Address Learning Gaps, Go Deeper” Educational Leadership, September, 2023

Laurence, Jaslynn, “Building Relationships With Students...” California Educator, September, 2023

Long, Cindy, “Board Games Boost, Creativity, Cooperation, and Curriculum” NEA Today, August, 2023

Long, Cindy, “Boost Engagement to Boost Achievement” NEA Today, August, 2023

Mazinas, Lisa, “Strength Student’s Focus in 3 Minutes a Day” Education Week, September, 2023

McFarlane, Lydia, “Why Pronouncing Student Names Correctly Matters, And How to Get them Right” Education Week, August, 2023

McKibben, Sarah, “Seeing the Full Picture of Student Behavior” Educational Leadership, November, 2023

McNerney, Meredith, “De-escalating the Hulk-Brain” Educational Leadership, 2023

Minahan, Jessica, “A Matter of Perspective” Educational Leadership, November, 2023

Mielke, Chase, “Reducing Teacher Workloads” Educational Leadership, September, 2023

Noguera, Pedro and Noguera, Joaquin, “Creating Clarity on Equity in Schools” Educational Leadership, September, 2023

Orr, Jennifer, “Having Big Conversations with Little Learners” Educational Leadership, April, 2023

Peeples, Julian, “Investing in Educator Housing” California Educator, November, 2023

Peeples, Julian, Sibby, Ed, and Wells, Frank, “Defending our Schools and Students” California Educator, November, 2023

Prothero, Arianna, “More Schools Are Offering Student Mental Health Days. Here’s What You Need to Know” Education Week, February, 2022

Reich, Justin, “The Someday/Monday Dilemma” Educational Leadership, September, 2023

Scoinick, Jonathan, “What Makes a Teacher Memorable? It’s All About Awe” Education Week, August, 2023

Shalaby, Carla, “Are We Teaching Care or Control?” Educational Leadership, September, 2023

Sparks, Sarah, “What School Leaders Can Do to erase Teacher Stress” Education Week, May, 2023

Stanford, Libby, “States Look to Social-Emotional Learning to Combat Student Misbehavior, Poor Mental Health” Education Week, September, 2023

Stanford, Libby and Meisner, Caitlyn, “Social-Emotional Learning Persists Despite Political Backlash” Education Week, August, 2023

Stolz, Suzanne, “Building on an Anti-Ableist Pedagogy” Educational Leadership, May, 2023

Superville, Denisa, “School Foundations Shift Focus to Students Mental Health as Needs Grow” Education Week, February, 2022

Szabo, Ross, “Let’s Talk About Mental Health” Educational Leadership, September, 2023

Tomlinson, Carol, “Teach Up for Equity and Excellence” Educational Leadership, May, 2023

Torres, Chris, “Repairing the Leaky Bucket” Educational Leadership, September, 2023

Walker, Tim, “Rural Schools Take on the Mental Health Crisis, NEA Today, October, 2023

Weinstein, Nancy and Tsai, Nancy, “What’s Behind the Rise in Problem Behavior? It Could Be Cognitive” Educational Leadership, November, 2023

Weisling, Nina, “Dysregulated Students Need Regulated Adults” Educational Leadership, November, 2023