Empowering Education  
EDUO 9997 - Six Graduate Level Units/Credits  
Developed By: Ryan Pickett  
rpickett@dominicancaonline.com

Course Overview

For decades education has been hyper focused on students mastering the academic standards, leaving little time to guide them in becoming socially responsible and productive citizens. Given the state of today’s society, it is more important than ever that we help build our student’s confidence so that they can adapt to new information and feel empowered to advocate for what they believe in. Collaborate with colleagues while learning how to create empowering educational environments that set-up self-directed learning and promote positive interdependence. Through powerful readings, dynamic discussions, and hands-on projects, educators will walk away from this workshop feeling empowered and ready share this experience with their students.

Course Objectives

In this course, participants will have the opportunity to:

• Learn what it takes to build both teacher and student agency.
• Investigate how to help students become self-directed and self-reflective learners.
• Create an empowering grading system.
• Participate in lessons, activities, and projects that are designed to demonstrate how to help students learn the self-advocacy and collaboration skills needed for positive civil engagement.
• Demonstrate the ability to create curriculum and physical learning environments that promote an empowering education.

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/Community Building/Requirements
Day 2: Student Agency
Day 3: Teacher Empowerment
Day 4: Self-Directed Students
Day 5: The Importance of Collaboration
Day 6: Guided Fieldtrip Books
Day 7: Civil Engagement
Day 8: Empowering the Grading System
Day 9: Empowering the Educational Environment
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 a lesson you’ve taught in your classroom that you believe supports the empowerment of your students.

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.

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

Books:

Articles:
Aeon, Brad. “It is Not About Productivity, It’s About Time Management” Education Week, February 2020
Bander, Dominique. “How Can We Make Better Use of the School Day” Education Week, February 2020
Beechum, Nicole. “Owning Success” Education Week, September 2020
Benn, Gabriel. “Ways to Make High School “Suck” Less” Educational Leadership, March 2020
Conyers, Marcus and Wilson, Donna. “Believing in the Brain” Educational Leadership, May 2020
Di Sanza, Maggie. “3 Truths About Student Activists for Educators” Education Week, March 2020

Empowering Education EDUO 9997 10.31.20


Feldman, Joe and Marshall, Tanji Reed. “Empowering Students by Demystifying Grading” Educational Leadership, March 2020


Goodwin, Bryan and Holquist, Samantha. “Listen Up!” Educational Leadership, March 2020

Griggs, Brandon. “Finding the Confidence to Speak Up” Education Week, September 2020

Grurtner, Jill. “Developing a Sense of Self-Together” Education Week, September 2020


Jung, Lee Ann. “Does This Count” Educational Leadership, September 2020


Klein, Alyson. “Boosting Recess Time to Make “Play” at Priority” Education Week, February 2020

Klein, Alyson. “Smart Scheduling Puts Students First” Education Week, February 2020

Klein, Alyson. “Later Start Times: Big Shift, Big Impact” Education Week, February 2020

Klein, Alyson. “Making Smarter Use of Time” Education Week, February 2020

Lenz, Bob and Larmer, John. “Project Based Learning that Makes a Difference” Educational Leadership, March 2020

Levine, Peter. “Joining the Movement” Educational Leadership, March 2020

Lieberman, Mark. “What’s in the Way of Change?” Education Week, February 2020

Lingo, Robyn. “Empowering Youth Voice” Education Week, September 2020

Matsuda, Michael. “How I Empower the Students in My District” Education Week, March 2020


Miller, Mike. “Encouraging Student Dissent in the Classroom” Educational Leadership, March 2020

Nguyenkhoa, Anika. “Student Empowerment in Action” Education Week, March 2020

Empowering Education EDUO 9997 10.31.20

Seider, Scott and Graves, Daren. “Raise Their Voices” Educational Leadership, March 2020

Simmons, Dena. “Who Has the Privilege to Be Empowered” Educational Leadership, March 2020

Sparks, Sarah. “Learning to Become a Life-Long Voter” Education Week, March 2020


Volic, Ismar. “Numeracy is Missing From Our Democracy” Education Week, March 2020

Videos:

Spencer, John. “How to Own Your Professional Learning” YouTube, June 11, 2020

Spencer, John. “Empowering Student to Own the Assessment Process” YouTube, March 3, 2020

Spencer, John. “The 7 Ways to Creative Collaboration” YouTube, September 17, 2017

Spencer, John. “7 Things That Happen When Students Own Their Learning” YouTube, June 17, 2017

Spencer, John. “The Shift from Engaging Students to Empowering Learners” YouTube, June 9, 2017

Spencer, John. “10 Ways to Empower Student Choice” YouTube, September 9, 2016