



ED 500

Building Classroom Culture

Course Format: Online

Grade Type: Pass/Fail (Grade B equivalent, $\geq 80\%$

mandatory for Pass)

Instructor Name & Contact Information: David Beyers | david@gfspd.com | (989) 350-3040

Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

Additional Course Description:

The goal of this course is to provide participants with proven strategies and tools for creating and maintaining a healthy classroom culture. Participants will explore the key tenets of social emotional learning, culturally-responsive teaching, and equitable practices as a framework through which they can build and support a positive culture in their classrooms. They will explore how their experiences, teaching practices, the selection of learning materials, assessment strategies, and interactions with families, colleagues, and the community shape the culture of their classroom.

In a final reflection, participants will reflect on their current practices, evaluate their effectiveness in creating a positive classroom culture, and identify areas for growth.

Required Text(s) and Other Materials: None.

Course Objectives:

- Identify the key tenets of social-emotional learning, culturally-responsive teaching, and equitable educational practices.
- Explore strategies for building community with and among their students, families, colleagues, and the community.
- Examine the impact of instructional practices, assessment strategies, material selection, and the Digital Divide on classroom culture.
- Devise actionable steps towards creating a more positive classroom culture.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
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1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	2
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	2
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	3
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	2
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	2

Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Week 1: A Thoughtful Approach to Culture Building	Social and Emotional Factors Cultural Factors Equity vs. Equality (4 hours)	SEM Self-Assessment (3 hours)	Reflecting on Culture and Equity (3 hours)	10
Week 2: The Teacher's Role in Building Culture	Promoting Social- Emotional Learning Culturally-Responsive Teaching Ensuring Equity (4 hours)	SEL and CRT Self- Assessment (3 hours)	Lesson Plan Evaluation (4 hours)	11
Week 3: Culture Building Through Instruction	Finding and Evaluating Learning Materials Developing an Assessment Plan	Learning Object Evaluation (3 hours)	Lesson Planning (4 hours)	11

	Addressing the Digital Divide (4 hours)			
Week 4: Establishing Culture Through Relationship Building	Student-Teacher Interactions Student-Student Interactions Engaging External Stakeholders (4 hours)	Building and Engaging Learning Community (3 hours)	Parent Meeting Reflection (5 hours)	12
Total				45

Attendance/Participation:

In order to be in attendance during the week, you must post at least one message to the weekly thread on the discussion board by Thursday night of each week. Messages such as “I agree” or “Good job” do not qualify as substantive. I am looking for messages which further develop the content of discussion.

Grading:

Grading Breakdown:

Discussion (4 @ 10 pts/each)	40 points
Reflecting on Culture and Equity	20 points
Lesson Plan Evaluation	20 points
Lesson Planning	20 points
Building and Engaging Learning Community	20 points
Reflection	20 points
Total	140 points

Grading Scale:

112-140 pts	Satisfactory
<112 pts	Unsatisfactory

Rubrics:

Discussions (10 points/each):

Criteria	Emerging	Competent	Proficient
Initial Post (5 pts)	Initial post fails to address all of the required prompts. 0-2 points	Initial post addresses all of the required prompts. Application of course content is sufficient. 3-4 points	Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 5 points
Responses (5 pts)	Responses to classmates are missing or insufficient. 0-2 points	Responses to classmates are sufficient. 3-4 point	Responses to classmates seek to further the discussion in meaningful ways. 5 points

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Identifying Myths (Prompt 1)	Clearly identifies one of the myths and thoughtfully explains why it is the most pervasive; Supports opinion with examples and relevant evidence 6-7 points	Identifies one of the myths and briefly explains why it is the most pervasive; Provides basic support for opinion 4-5 points	Identifies one of the myths but fails to clearly explain why it is the most pervasive; or Lacks support for opinion 2-3 points	Fails to identify a myth, take a position, or provide support. 0-1 points
Debunking Myths (Prompt 2)	Clearly identifies one of the myths and thoughtfully explains why it is the most important; Supports opinion with examples and relevant evidence 6-7 points	Identifies one of the myths and briefly explains why it is the most important; Provides basic support for opinion 4-5 points	Identifies one of the myths but fails to clearly explain why it is the most important; or Lacks support for opinion 2-3 points	Fails to identify a myth, take a position, or provide support. 0-1 points
Reflection (Prompt 3)	Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs 5-6 points	Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs 3-4 points	Fails to adequately address personal strengths and weaknesses in relation to the student's needs 1-2 points	Fails to address personal strengths and weaknesses in relation to the student's needs 0 points

Reflecting on Culture and Equity (20 points):

Lesson Plan Evaluation (20 points)

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
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Lesson Outline (Step 1)	<p>Clearly and fully completes all sections of the lesson plan, providing the reader with a clear vision of the intended activities and outcomes</p> <p>4 points</p>	<p>Completes all sections of the lesson plan, with few exceptions</p> <p>3 points</p>	<p>Addresses all sections of the lesson plan, but fails to provide enough detail for the unit to be carried out</p> <p>1-2 points</p>	<p>Fails to adequately complete the lesson plan</p> <p>0-3 points</p>
Social Emotional Learning (Step 2)	<p>Clearly references specific examples from the lesson that address SEL</p> <p>Provides a practical and insightful idea to further address SEL in future implementations of the lesson</p> <p>4 points</p>	<p>References general examples from the lesson that address SEL</p> <p>Provides an effective idea to further address SEL in future implementations of the lesson</p> <p>3 points</p>	<p>Provides vague references to the lesson that may or may not be evident in the lesson plan as provided</p> <p>Provides an idea to further address SEL, but the idea may not tie cleanly into the lesson</p> <p>1-2 points</p>	<p>Fails to provide evidence of how the current lesson addresses SEL</p> <p>AND/OR</p> <p>Fails to provide an idea to further address SEL in future implementations of the lesson</p> <p>0 points</p>
Culturally-Responsive Teaching (Step 3)	<p>Clearly references specific examples from the lesson that address culturally-responsive teaching strategies</p> <p>Provides a practical and insightful idea to further address culturally-responsive teaching strategies in future</p>	<p>References general examples from the lesson that address culturally-responsive teaching strategies</p> <p>Provides an effective idea to further address culturally-responsive teaching strategies in future implementations of the lesson</p>	<p>Provides vague references to the lesson that may or may not be evident in the lesson plan as provided</p> <p>Provides an idea to further address culturally-responsive teaching strategies, but the idea may not tie cleanly into the lesson</p>	<p>Fails to provide evidence of how the current lesson addresses culturally-responsive teaching strategies</p> <p>AND/OR</p> <p>Fails to provide an idea to further address culturally-responsive teaching strategies in future</p>

	implementations of the lesson 4 points	3 points	1-2 points	implementations of the lesson 0 points
Equitable Education (Step 4)	Clearly references specific examples from the lesson that address equity Provides a practical and insightful idea to further address equity in future implementations of the lesson 4 points	References general examples from the lesson that address equity Provides an effective idea to further address equity in future implementations of the lesson 3 points	Provides vague references to the lesson that may or may not be evident in the lesson plan as provided Provides an idea to further address equity, but the idea may not tie cleanly into the lesson 1-2 points	Fails to provide evidence of how the current lesson addresses equity AND/OR Fails to provide an idea to further address equity in future implementations of the lesson 0 points
Reflection (Step 5)	Clearly addresses both benefits and drawbacks for the teacher, students, and parents Demonstrates thoughtful consideration of the audience and course content 4 points	Generally addresses both benefits and drawbacks for the teacher, students, and parents 3 points	Addresses basic benefits and drawbacks, but lacks detail or focus 1-2 points	Fails to address both benefits and drawbacks 0 points

Lesson Planning (20 points):

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Lesson Design (Step 1)	Clearly and fully completes all sections of the lesson plan,	Completes all sections of the lesson plan, with few exceptions	Addresses all sections of the lesson plan, but fails to provide	Fails to adequately complete the lesson plan

	<p>providing the reader with a clear vision of the intended activities and outcomes</p> <p>4 points</p>	<p>3 points</p>	<p>enough detail for the unit to be carried out</p> <p>1-2 points</p>	<p>0 points</p>
<p>Assessment and Feedback (Part 2)</p>	<p>Includes at least one formative and one summative assessment that each clearly align to the stated objectives</p> <p>Outlines a thoughtful and effective feedback plan</p> <p>Thoughtfully evaluates assessment strategy and feedback plan based on the provided criteria</p>	<p>Includes at least one formative and one summative assessment</p> <p>Outlines a feedback plan</p> <p>Fully addresses the prompts about assessment strategy and feedback plan</p>	<p>Includes one formative OR one summative assessment</p> <p>Feedback plan is unclear or incomplete</p> <p>Generally addresses the prompts about assessment strategy and feedback plan</p>	<p>Assessments are missing or incomplete; AND/OR</p> <p>Feedback plan is missing, AND/OR</p> <p>Fails to address the prompts about assessment strategy and feedback plan</p>
<p>Learning Materials (Part 3)</p>	<p>Clearly outlines the process used to design, locate, and/or evaluate chosen materials</p> <p>Thoughtfully evaluates the selection of learning materials based on the provided criteria</p>	<p>Clearly outlines the process used to design, locate, and/or evaluate chosen materials</p> <p>Fully addresses the prompts about the selection of learning materials</p>	<p>No clear process seems to have been used to design, locate, and/or evaluate chosen materials</p> <p>Generally addresses the prompts about the selection of learning materials</p>	<p>Fails to outline the process used to design, locate, and/or evaluate chosen materials; AND/OR</p> <p>Fails to address the prompts about the selection of learning materials</p>
<p>Student Interaction</p>	<p>Clearly outlines the process used to</p>	<p>Clearly outlines the process used to</p>	<p>No clear process seems to have been</p>	<p>Fails to outline the process used to</p>

(Part 4)	design the activity described Thoughtfully evaluates the activity based on the provided criteria	design the activity Fully addresses the prompts about the design of the activity	used to design the activity Generally addresses the prompts about the activity	design the activity; AND/OR Fails to address the prompts about the activity
Reflection (Part 5)	Thoughtfully evaluates lesson/unit alignment Clearly addresses both benefits, drawbacks, and impact of culture on course design Demonstrates a clear understanding of key concepts and ideas	Clearly identifies lesson/unit alignment Fully addresses both benefits, drawbacks, and impact of culture on course design	Lesson/unit alignment is identified, but lacks specificity Generally addresses both benefits, drawbacks, and impact of culture on course design	Fails to identify lesson/unit alignment AND/OR Fails to address the benefits, drawbacks, and/or impact of culture on course design

Parent Meeting (20 points)

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Parent Identification (Prompt 1)	Identifies one parent from the resource 2 points			Fails to identify a single parent from the resource. 0 points
Student Progress (Prompt 2)	Clearly and thoughtfully describes student progress; Outlines a clear plan to communicate, structure, and	Describes student progress; Outlines a general plan to communicate, structure, and	Identifies student progress but may fail to provide pertinent details; Identifies a general approach for the	Fails to clearly describe the student progress and/or a plan for approaching the parent meeting 0 points

	conduct the meeting with this parent 5-6 points	conduct the meeting with this parent 3-4 points	parent meeting 1-2 points	
Inclusion (Prompt 3)	Clearly and thoughtfully explains how the identified strategy would leverage the parent's experience, address their challenges, and ultimately strengthen the partnership while supporting the tenets the of CRSE 5-6 points	Explains how the identified strategy would leverage the parent's experience, address their challenges, and ultimately strengthen the partnership; Generally addresses how the strategy supports the tenets the of CRSE 3-4 points	Describes a general strategy for including the parent's experiences but may fail to outline specifics; May fail to clearly address how the strategy supports the tenets the of CRSE 1-2 points	Fails to provide a clear strategy 0 points
SEL and CRT	Clearly and thoughtfully applies the key components of social-emotional learning, culturally-responsive teaching, and equity 5-6 points	Applies the key components of social-emotional learning, culturally-responsive teaching, and equity 3-4 points	Generally applies key course concepts but may lack specificity 1-2 points	Fails to demonstrate an understanding of key course concepts 0 points

Reflection (20 points)

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order. 3 or more errors in formatting 0-5 points	Reflection is smooth and placed in order. 1-2 errors 6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria. No errors 9-10 points

Question Responses (10 pts)	Minimal response to question criteria. 0-5 points	Criteria covered. 6-8 points	Descriptive detail justifying the response to all questions. 9-10 points
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Late Work:

An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 20% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).