



**EDU 500: Foundations of Classroom Culture**  
**Fall 2023 Syllabus**  
**1.5 units**

*“When a kid walks in a room, your child or anybody else’s child, does your face light up?  
That’s what they’re looking for.”*  
~Toni Morrison

**Instructor:** Mari Jones

**Contact:** mjones@hthgse.edu

**Location:** Forum Classroom 227

**Course Meetings:** 4:45-7:45 pm, Tuesdays 8/15, 8/22, 8/29, 9/5, 9/12, 9/19

## **COURSE DESCRIPTION**

This course is designed to support candidates in developing the tools that allow them to create and sustain a positive, inclusive, and safe classroom culture. The core course goals are as follows:

1. Candidates will learn how to create and sustain productive learning environments which facilitate positive relationships between students and their peers, their teachers, their work, and their space.
2. Candidates will begin to learn how to support students in their social emotional development.

By design, this course will involve a blend of theory and practice. Course readings will be selected to help candidates understand the theoretical and scholarly warrants for specific practices (the “why”), while in-class activities and weekly Put It to Practice assignments will be designed to support application (the “what” and “how”). This course will be devoted to the topic of developing classroom cultures which support social-emotional learning. It will prepare students for classroom management in a student-centered classroom. In alignment with best practices in teacher education as well as HTH’s values, the key theories informing this work will be those of constructivism and situated learning.

As a part of the sequence of courses focused on both general and subject-specific pedagogy, EDU 500 will support candidates in developing and demonstrating *novice-level proficiency* of the California Teaching Performance Expectations (TPEs), and will introduce them to several GSE program learning outcomes. Gateway I, a multi-part performance task which candidates will complete in November, will serve as key assessment evidence of the competencies introduced in EDU 500, as well as in EDU 555 and 505A.



## ESSENTIAL QUESTIONS

- How do we help students to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions?
- How can we cultivate a classroom climate that supports all students in feeling a sense of belonging and allows us to challenge structural inequalities?
- How can we create structures in our classroom that support constructivist and collaborative student learning?

## LEARNING OUTCOMES

### PROGRAM LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for all students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students:

#### Practice Thoughtful Inquiry & Reflection (IR)

- **Reflective Practice (IR1):** Reflect on and critically analyze their own practice to guide future action.
- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.

#### Design Equitable Learning Environments (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment, both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

The curriculum for this course is based on the above-listed essential questions and program learning outcomes, as well as a corresponding set of course-level learning outcomes, activities and products.



Together, they represent the knowledge, skills, and dispositions for this course.

Course Learning Outcomes mapped to program learning outcomes	Activities/Products
<ul style="list-style-type: none"> <li>❖ Candidates will learn how to create and sustain productive learning environments which facilitate positive relationships between students and their peers, their teachers, their work, and their space. (D1, D3)</li> <li>❖ Candidates will learn how to support students in their social emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Discussions and PITP assignments from weeks 1-3; Gateway I</li> <li>➔ Discussions and PITP assignments from weeks 4-6; Gateway I</li> </ul>

### ALIGNMENT WITH THE CALIFORNIA TPEs

This course, in conjunction with clinical practice, will support candidates in learning, applying, and reflecting on the competencies specified by the California Teaching Performance Expectations (TPEs). As part of this process, candidates will receive feedback from program faculty on weekly “Put it to Practice” (PITP) assignments. PITP assignments ensure that coursework supports fieldwork experiences. Each assignment is aligned to specific TPEs and is designed to measure and provide feedback on a candidate's ability to plan, teach, assess and redesign. Additionally, cooperating teachers and fieldwork supervisors align their coaching and feedback to the theory and practice being explored concurrently through the coursework.

Throughout EDU 555A and upon course completion, the following TPE competencies are introduced (I), practiced (P) and/or assessed (A):

- ❖ **TPE 2.1** Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (I, P)
- ❖ **TPE 2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (I, P, A)
- ❖ **TPE 2.6** Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. (I, P, A)



## COURSE MATERIALS

**Course Texts (to be distributed in class and/or on the shared class Google folders):**

- Ruth Charney, *Teaching Children to Care* (elementary & middle-school)
- Paula Denton, *The Power of Our Words*
- Responsive Classroom, *The Power of Our Words for Middle School*
- Paula Denton and Roxann Kriete, *The First Six Weeks of School* (elementary)

Additional texts (articles, videos, podcasts) will be provided throughout the course.

## COURSE ASSIGNMENTS and ACTIVITIES

There will be two assignments per week: 1) a reading assignment to be completed outside of candidates' time in the classroom, and 2) a "Put It To Practice" (PITP) assignment to be implemented in the context of their teaching fieldwork. In addition, each week candidates will be required to upload a post to the assignment-specific discussion forum on the course website. These posts will be about *either* the week's reading *or* the PITP assignment; course instructors will indicate which one is required each week. Candidates are encouraged to respond to each other's commentaries as well as to post their own. **Discussion posts must be uploaded to the Powerschool Learning site no later than noon on the Sunday prior to class.**

## EXPECTATIONS & ASSESSMENT

*"If something is worth doing, it is worth doing well." ~ Proverb*

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final papers and overall course participation are assessed in a "student-led comment" format, where the participant presents a self-assessment and the instructor responds. Contributions to discussion forums are not assessed formally, but are assessed for completion and serve as an essential component of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

**Pass:** Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final



assignments must “meet” or “exceed” the criteria stated on the rubric and students will be required to revise their work if they “approach” the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

**Fail:** The student makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final assignments are missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. If a candidate misses more than 2 class meetings, she/he will be required to take the course the following year; this means that the candidate cannot be recommended for his/her Preliminary Credential at the end of year 1. In extreme cases, please talk to the instructors if you must miss class or need an extension.

## CREDIT HOURS

This is a 1.5 credit course (6 weeks). Each credit represents 45 hours of learning, for 67.5 total hours. There will be 18 hours of face-to-face instruction, either in class or virtually, 13.5 hours of out-of-class instructional time and 36 hours of out of class work.

## COURSE SCHEDULE

The schedule below outlines the important deadlines to meet throughout the course. More detailed weekly agendas will be distributed at course meetings and posted on Google Classroom. *Please note that for each week, the assignment about which candidates should post online is marked with a triple asterisk.*

<b>Session 1: August 15 ~ Be the One Who Notices: Noticing Intentions and Setting Intentions</b>	
Reading Due Today: <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#"><i>Qualities of Regenerative and Liberatory Culture</i></a></li> </ul>	Put It To Practice due today: <ul style="list-style-type: none"> <li><input type="checkbox"/> Journal for 5 minutes about your hopes and dreams for SDTR this year. Be ready to share.</li> </ul>
<b>Session 2: August 22 ~ Why Our Words Matter: Language and Structures for Connecting</b>	
Reading due for session 2:*** <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#"><i>Teaching Children To Care: Chapter 2, “I See You, I See Everything”</i></a></li> <li><input type="checkbox"/> <a href="#"><i>The Power of Our Words: Chapter 1, “General Guidelines for Teacher Language”</i></a></li> </ul>	Put It To Practice due for session 2: <ul style="list-style-type: none"> <li><input type="checkbox"/> CONNECT: Talk with your CT about what they think about when building a classroom culture.               <ul style="list-style-type: none"> <li>● How do you think about building classroom culture?</li> <li>● What do you think about in the first few weeks of school?</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>● How do you think about the language that you use with students? <i>You can also use this opportunity to share what provocations are coming out of your readings.</i></li> </ul>
--	--

**Session 3: August 29 ~ It's Not About You: Intrinsic vs. Extrinsic Motivation**

<p>Reading due for session 3:***</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Student Autonomy, Compliance and Intrinsic Motivation</a></li> <li><input type="checkbox"/> <a href="#">Envision, Coach, Reflect</a></li> <li><input type="checkbox"/> <a href="#">Teaching Children to Care: Using Logical Consequences When Rules Are Broken</a></li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">What is Social Thinking? Featuring Michelle Garcia Winner</a></li> </ul>	<p>Put It To Practice due for session 3:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CONNECT: Talk with your CT about how they think about classroom management.             <ul style="list-style-type: none"> <li>● What classroom management tools and strategies do you use?</li> <li>● How do you keep students engaged and what do you do when students appear to be disengaged?</li> <li>● How do you build relationships with students? <i>You can also use this opportunity to share what provocations are coming out of your readings.</i></li> </ul> </li> </ul>
---	---

**Session 4: September 5 ~ Reinforcing, Reminding, Redirecting**

<p>Readings due for session 4:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Reinforcing, Reminding, Redirecting Language</a></li> <li><input type="checkbox"/> <a href="#">Weaving SEL Into Out Classroom Questioning</a></li> <li><input type="checkbox"/> <a href="#">The Power of Our Words: Open Ended Questions</a></li> </ul>	<p>Put It To Practice due for session 4:*** (you only need to write about TRY #2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> OBSERVE: Watch and take notes on how your cooperating teacher uses language and structures (such as role plays, modeling, and explicit conversations) to support student understanding of norms and expectations.</li> <li><input type="checkbox"/> TRY #1: Practice using reinforcing, reminding, or redirecting language.</li> <li><input type="checkbox"/> TRY #2: Facilitate an Envision-Coach-Reflect discussion for a classroom activity. Post your reflection on Google Classroom.</li> </ul>
--	--

**Session 5: September 12 ~ Kids Do Well If They Can: Problem Solving and Mistaken Goals**

<p>Reading due for session 5***:</p> <ul style="list-style-type: none"> <li>❑ <a href="#">The Power of Our Words: Listening</a></li> </ul>	<p>Put It To Practice due for session 5:</p> <ul style="list-style-type: none"> <li>❑ OBSERVE: Notice how your cooperating teacher handles consequences. What kind of language do they use to redirect and remind? What system(s) of consequences do they rely on? Are consequences logical?</li> <li>❑ TRY: Practice using reinforcing, reminding, or redirecting language and open ended questions.</li> <li>❑ OPTIONAL TRY: Try leading a short 10-15 minute community building activity (a game or icebreaker). Be sure to facilitate an Envision-Coach-Reflect for this activity.</li> </ul>
--	---

**Session 6: September 19 ~ Planning for SEL and SEL Dilemmas**

<p>Reading due for session 6:</p> <ul style="list-style-type: none"> <li>❑ <b>Elementary/Middle:</b> <a href="#">Teaching Children to Care Chapter 14: Teachers as Mirrors, Using Social Conferences</a></li> <li>❑ <b>Middle/High:</b> <a href="#">How to Talk So Kids Can Learn Chapter 4: Solving Problems Together: Six Steps That Engage Children’s Creativity and Commitment</a></li> </ul>	<p>Put It To Practice due for session 6: ***</p> <ul style="list-style-type: none"> <li>❑ OBSERVE: Learn how your CT and your school handles challenging behaviors. Talk with your CT, the dean, the director, and the SST coordinator if possible.</li> <li>❑ TRY: Try conducting a problem-solving meeting (or a social conference) with a student or a class using the scripts we practiced. Tackle “minor-league” problems only. Note how your students respond. Post your reflection on Google Classroom.</li> </ul>
---	---

**FINAL PRODUCT DUE SEPTEMBER 22:** Complete your [Emerging Classroom Management Philosophy](#). Submit the document in Google Classroom. Then upload it to your digital portfolio.