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| **E ED 681 AGENDA**  **Tuesdays**  **4-6:45 PM** **Bookstein Hall Room 1206** | | |
| **WEEK**  **Session** | **Topic/Content of Session** | **Assignment**  **(Due the following Session)** |
| **1   JAN 25**  **Online**  **Canvas** | ****[*Multicultural Bingo*](file:///C:\Users\Susan%20Belgrad\Desktop\my%20webs\Clsrmangment\multiculturalbingo.doc) *(Warm Up)*  Introductions; Overview of the Course  [Syllabus,](file:///C:\Users\Susan%20Belgrad\Desktop\my%20webs\601%20files\Spring%202017\AGENDA%20SPR2017.docx) [Agenda](file:///C:\Users\Susan%20Belgrad\Desktop\my%20webs\601%20files\Spring%202017\AGENDA%20SPR2017.docx) and [Assessment of Assignments](file:///C:\Users\Susan%20Belgrad\Desktop\my%20webs\601%20files\Spring%202017\ASSESSMENT%20TABLE%20OF%20VALUES.docx)    Breakout Sessions [Mindset with Clark Danger](https://www.youtube.com/watch?v=iCTSQVHehEk)  Introduction to Individual Assignment 1: [Keniston](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\doamericanslikechildren.htm) Article  **Group Activity 1**: *Society, Families and Children in the 21st Century*  Small Group jigsaw assignment analyzing article and preparing to gather current statistics | **🕮** [*Do Americans Really Like Children Yet??*](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\doAmericanslikechildrenyet.rtf)  **✍ Group Activity:** Work with your group members to prepare and then post on Canvas the current statistics you located using the **Keniston** article template.  **✍ Individual Assignment One**: compile your section of statistics for your group    **🕮** Review all course materials including syllabus and agenda. |
| **2 FEB 1**  **Online**  **Canvas** | **** Review of Course Requirements, Assessment, Syllabus  **Course Activity1** continued: *Society, Families and Children in the 21st Century--*Meet with your group members to combine all the current statistics located for your group's part Do Americans Really Like Children-Yet?  ****Group Presentations of Do Americans Really Like Children--Yet?  ****  **Course Activity 2:** T*he Whole Child Campaign: Student Engagement in Learning* | **✍** **Sign up** to receive the bi-monthly literature from the ASCD [Whole Child Initiative](http://www.wholechildeducation.org/what-works/newsletter). Be sure to review the Homepage of this site to understand the goals of this broad-based initiative.  **✍** Follow this link to READ the article by [**Eric Jensen**](http://www.ascd.org/publications/books/109074/chapters/How_Poverty_Affects_Behavior_and_Academic_Performance.aspx?lk=6933510-6933510-0-40120-tqExkpnoGINuWI2R86OHQjK8BWj8wxAl)   children and poverty  **✍ Forum Post ONE:** Why is it important for teachers to understand how the brain is hard-wired and why this places children who are growing up in poverty at risk of school achievement and life success**.** |
| **3     FEB 8**  **Online   Canvas** | **Course Activity 3:** *Preparing to create positive classroom climates* that teach students how to use appropriate social skills    **Course Activity 4**:  [*Caring Kids*](http://www.alfiekohn.org/article/caring-kids/): Jigsaw on article by Alfie Kohn | **🕮** **Read** **Burke** Text- Chapters 1-3 **✍**  **Individual Assignment Two: C**omplete your own [thinking at right ang](file:///C:\Users\AppData\Local\Temp\Thinking%20at%20Right%20Angles.doc)les (Burke p.61) on classroom climate. **✍ Individual Assignment Three:** Copy and Complete Burke Assignments 1-5. (pp. 71-88)  **✍Forum Post TWO:** How can teachers work within their schools serving underrepresented minority children to promote their success in school. See the [**ASCD Whole Child Initiative**](file:///C:\Users\Susan%20Belgrad\Desktop\my%20webs\601%20files\WholeChild-MakingTheCase.pdf) |
| **4   FEB 15** | Instructor Presentations:   ***INSPIRE TO ASPIRE -*** *Understanding   -Children’s social skill development   -Erikson's Stages of Development   - Dweck’s Growth Mindset*  **Course Activity 5**: T-Chart on empathy  [**Course Activity 6**: Cooperative Group Activity on Burke Reading--preparing to create positive classrooms](file:///C:\Users\Susan%20Belgrad\Desktop\my%20webs\Clsrmangment\Burke%20Chapters%20Jigsaw.htm).  ****We will be using the [cooperative learning template](file:///C:\Users\AppData\Local\601%20files\cooplrntemplate.doc) from the Burke book (page 144). You will be with new teams (4) assigned in last session’s class. | **🕮 Review PPT: *Inspire to Aspire* and follow links to**  Refresh your knowledge of [Erikson](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\Eriksonstagesvirtues.rtf) and [Maslow](http://www.edpsycinteractive.org/topics/regsys/maslow.html)  **🕮 Read**: **Burke**, **Chapters 4 & 5** **✍ Individual Assignment Four:** Copy and Complete Burke Assignments     #1 & 2  **p.100-102;**      #3 & #4 pp. **120,130**  ***Note***:  *These assignments will become part of your* [*Classroom   Communication Plan*](file:///C:\Users\AppData\Local\Temp\Rubric%20for%20classroom%20management%20plan.doc) *that you will begin in Week 6.*  **🕮 Read**:  **Charles**, Chapters 1 and 2    **✍Forum Post THREE:** What do you think will result if public school teachers of elementary school students adopt a “Growth Mindset and understand psycho-social development? |
| **5     FEB 22** | **Course Activity 7:** [**IALAC**](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\IALAC.doc)  ****Small groups meet to share, discuss/review and present consensus of peers’ plans to apply Burke Assignments.  **** Bridging Snapshots and class discussion of Burke/ Charles Chapter/Assignments  **Instructor Presentations:** Introduction of upcoming Debate on Classroom Management.  ****[Team assignments for Debate](file:///C:\Users\AppData\Local\Temp\Classroom%20Debate%20Teams.docx) Review the [Team Debate Ru](file:///C:\Users\AppData\Local\Temp\Rubric%20for%20Team%20Performance%20in%20Debate.doc)bric with your team members. | **🕮 Read**: **Charles** Chapters 3-5  **✍ Individual** **Assignment Five:** Burke #8  p. 143  **✍**  **Group Activity: Work with assigned online group to prepare for the** [Debate](file:///C:\Users\AppData\Local\Temp\Classroom%20Debate%20Teams.docx). Be prepared to contrast traditional models of discipline with the goal of creating student-centered and caring classroom communities.  **✍Forum Post FOUR:** Describe how you might transfer the IALAC activity into your classroom. How might it support your efforts to create a caring classroom community? |
| **6      MAR 1**  **AYCNHRONOUS** | **AYCNHRONOUS**  **Grade-level groups share ideas on how to respond to scenarios** of students demonstrating behavioral difficulties in your classroom. | **🕮 Read**: **Burke** Chapters 6 & 7  **🕮 Read**:  **Charles** Chapter 6 -8  **✍**  **Continue work** with assigned [Debate](file:///C:\Users\AppData\Local\Temp\Classroom%20Debate%20Teams.docx) group |
| **7     MAR 8**  **AYCNHRONOUS** | **AYCNHRONOUS**  **** Asynchronous group work in preparation for the Debate | **🕮**  **Read**: **Burke** Chapter 8 &  Epilogue  **🕮**  **Read**: **Charles**, Chapter 9 – 11  **✍** **Individual** **Assignment 6: Continue** [Debate](file:///C:\Users\AppData\Local\Temp\Classroom%20Debate%20Teams.docx) preparation |
| **8     MAR 15** | **Debate on Classroom Communication and Management.**  **Debate Processing** (all will have the opportunity to compare the theoretical strategies they would like to use and why).  ****Teams Complete the [**Team Debate Ru**](file:///C:\Users\AppData\Local\Temp\Rubric%20for%20Team%20Performance%20in%20Debate.doc)**bric** with your team members and submit on Moodle for team and individual member score.  **Instructor Presentation:** The rubric for the Classroom Communication Plan | **🕮**  **Read**: *What Does Your* [*Gratitude Meter*](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\gratitude%20meter.doc) *Read*?  **✍ Forum Post FIVE:**  How did you enjoy your experience in the debate? Describe your plan to promote democracy and/or growth Mind Set in your classroom. |
| **9    MAR 23** | .**March 20-27** SPRING BREAK- No Classes | |
| **10   MAR 29** | **Course Activity 8:  Culture Circle**  ****[Communication with parents](file:///C:\Users\Susan%20Belgrad\Desktop\PARENTS%20AS%20PARTNERS%20IN%20EDUCATION.htm):   Some basic things to keep in mind  **Instructor Presentation** on Examples of Classroom Communication Plans and the requirements for the upcoming collaborative research project- [Rubric for Group Performance](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\EED%20681%20COLLABORATIVE%20RESEARCH%20PROJECT.doc) | **✍**  **Begin** your reflections on your work in the course as you may select FIVE entries for Final Portfolio. (See Portfolio [Procedures](file:///C:\Users\Susan%20Belgrad\Desktop\COMPS\MIDTERM%20PORTFOLIO.doc)  **✍** **Individual** **Assignment 7:** Be prepared to share draft progress (outline)of your [Classroom Communication Plan](file:///C:\Users\AppData\Local\Temp\Rubric%20for%20classroom%20management%20plan.doc)  **✍**  **See** Artifact Selection [Form](file:///C:\Users\Susan%20Belgrad\Desktop\601%20files\ARTFTSELMID.doc)  **✍** **Review** the  requirements for the upcoming collaborative   research project- [Rubric for Group Performance](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\EED%20681%20COLLABORATIVE%20RESEARCH%20PROJECT.doc) |
| **11 APR 5** | **** **Group Sharing of** your [Classroom Communication Plan](file:///C:\Users\AppData\Local\Temp\Rubric%20for%20classroom%20management%20plan.doc) outlines and  **** **Brainstorm** on topics for collaborative research project and **forming research groups** on classroom communication/management including a variety of approaches to Creating a Caring Community in your Classroom/Schools.  **** Instructor Presentation:on ***Portfolios of Significant Achievement –* Due May 2nd for instructor review Peer Presentations: May 4** | **🕮**  **Review** Burke chapters  **✍ ✍ Individual** **Assignment 6:** Identify ways to engage parents in student management from ideas mentioned throughout the Burke text. |
| **12 APR 12** | **Course Activity 9:** Meet your group members through Google Hangouts/Documents to review and compile **research to support your topic** on classroom/communication/management perspectives including a variety of approaches (tools and strategies) to Creating a Caring Community in your Classroom/Schools  Be prepared to help your team plan how they will present team perspectives and arguments.**** | **✍**  **Assemble** the elements of your plan of action for creating community and optimal student social/emotional development in your classroom next year through the  [Classroom Communication Plan](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\Rubric%20for%20classroom%20communication%20plan.rtf)—Due April 26  **✍Complete** the [Self Assessment](file:///C:\Users\Susan%20Belgrad\Desktop\COMPS\AUTHENTICASSESSMENTEED681.doc) of your progress in the course. See Graphic Organizer Pictures |
| **13 APR 19** | **** **Course Activity 10**: Bridging Snapshots of your completion of strategies from the last 3 chapters of*What to Do with the Kid Who.*  **** Class time to work on your Group Research Project | **✍Meet** with groups to continue **plan** for presentations  **✍**Classroom Communication Plans are Due Next Session  **✍** Portfolios are to be submitted by the evening before   next class—**May 2** |
| **14    APR 26** | Classroom Communication Plans are Due  **** **Group** **Presentations** | ◘  **Complete** [**Self and Peer-Assessment Rubrics**](file:///C:\Users\Susan%20Belgrad\Desktop\681spring16\AUTHENTICASSESSMENTEED681.doc)  **✍ Post** Portfolio online in advance of class for instructor review and comments. |
| **15    MAY 3** | **Portfolio Showcase and Peer Portfolio Conference**  ****Sharing/Review of Portfolios with reflections on evidence of meeting course objectives.  ****Self Assessment of Course Performance  ****Complete the *After* of the Agree/Disagree on Classroom Communication and Management |  |
| **16 MAY 10** | **Last Date to Revise or Complete Outstanding Assignments** | *Have a Great Summer!!* |