

COURSE SYLLABUS

COURSE: RELATIONALLY RESPONSIVE CLASSROOM MANAGEMENT

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CREDIT: 3 CEU's

Course Overview

There is a widespread need to address low levels of student engagement in urban classrooms, particularly among racially, economically and culturally diverse students. This course empowers educators to effectively teach an increasingly diverse student body by cultivating meaningful relationships with students. The course builds educators' ability to plan and implement methods for connecting with all students, increasing student motivation, reducing behavior problems and improving academic achievement by fundamentally changing teacher to student, student to student and student to teacher relationships and engagement.

Authors' Biographies

Dr. Alan Green joined Rossier in July 2009 as associate professor of Clinical Education and School Counseling Program Lead. He came from Johns Hopkins University School of Education, where he served most recently as chair of the Department of Counseling and Human Services. He earned a doctorate in counseling psychology from Howard University in Washington, DC and a master's degree in school and community counseling from California State University in Sacramento. Dr. Green was the recipient of a Fulbright Fellowship for his doctoral work in Guyana on adolescent stressors, coping responses and psychological adjustment. Prior to his appointment at Johns Hopkins, he was an adjunct professor in the Department of Applied Psychology at New York University and a clinical psychology intern at the Maryland Department of Safety and Corrections. In addition to his academic duties, Dr. Green served as associate director of the Johns Hopkins Urban Health Institute, member of the Hopkins Provost Advisory Committee, board member of Advocates for Children and Youth, and previously executive board liaison for the Empowerment Academy Charter School.

Dr. Green's current research interests include: urban school counseling; urban education; African American adolescent achievement, mental health and wellbeing; and interdisciplinary approaches to urban development and community empowerment. He has been funded by the Johns Hopkins Urban Health Institute and the U.S. Department of Education. Dr. Green was the principal investigator for "Project Inspiration", a federally funded Urban School Counseling demonstration program for the Baltimore City Public School System.

Dr. Green is a widely sought-after project evaluator and consultant to educational institutes and projects in the Greater Baltimore area. A sample of his past and current community projects include the Community Social Mapping Project, East Baltimore Education Initiative, the Maryland State Department of Education IDEA Partnership, the West Baltimore Middle School Targeted Student Support Services Project, the Malcolm X Middle School Mental Health Behavioral Support Program, the Merritt Education Center School-Based Mental Health Behavioral Support Program, and the Meade Middle School Community Partnership Initiative. In addition, Dr. Green has served as a consultant to the Baltimore City Juvenile Justice Center, the Charles H. Hickey, Jr. School, and the Connexions Academy in Baltimore. Dr. Green was a recipient of the 2006 Counselors for Social Justice 'Ohana Honors Award for his efforts to affirm diversity and advocate for social justice.

Dr. Green was a 2014 recipient of the USC Mellon Mentoring award for his work with graduate students.

Dr. Xiomara Mateo-Gaxiola is an independent educational consultant who specializes in building the capacity of learning teams. She strives to foster an understanding of the connections and interplay between pedagogy, curriculum, and culture and the process changes necessary to shift the focus from teaching to learning. Through hands-on and learning-centered experiences Dr. Mateo-Gaxiola works side-by-side with K-12 students, teachers, and administrators to re-examine deeply held beliefs about teaching, learning, and culture. Dr. Mateo-Gaxiola has extensive experience teaching and supporting elementary, middle, and high school, and leading professional development workshops focused on the development of innovative practices that support both national standards and local vision.

As you take this course, you will:

- Listen to experts.
- Watch real classroom learning.
- Read research and best practice.
- Access resources to support implementation.

Course Objectives

In this course, you will:

- 1) You will identify mindsets that will enable you to cultivate meaningful student/teacher relationships in the classroom and other multicultural learning environments.
- 2) You will identify the practical skills needed to integrate the nine relational management dispositions into a practice of critical pedagogy.
- 3) You will develop an ongoing reflective process for integrating a purpose driven teaching practice that is mindful of your own personal strengths and vulnerabilities as well as the dynamic impact these qualities have on your relationships with students.
- 4) You will learn the impact of students' personal and communal cultures and how they work together to inform your relationally responsive teaching practice.
- 5) You will explore the significance of cultivating relationships with students as a way to enhance their classroom engagement and learning.
- 6) You will identify best practices for relational classroom management by using culturally relevant strategies.
- 7) You will reflect on your learnings and how becoming a relationally responsive educator will impact your career.

Course Outcomes

By the end of this course, you will be able to:

- 1) You will be able to develop a plan on how to use mindsets and dispositions to cultivate a relationally responsive classroom.
- 2) You will be able to develop strategies to employ both Critical Self Reflection and the knowledge of students' life contexts as a way to enhance relationships with your students.
- 3) You will be able to participate in critically-engaged dialogue with your colleagues, create a classroom environment that reflects your purpose for teaching, and utilize social justice principles to empower students to succeed.
- 4) You will be able to develop strategies that honor negative student behaviors by making connections with your students
- 5) You will be able to establish a culture of high achievement through building meaningful relationships with students that are based upon trust and empathy.
- 6) You will be able to develop a plan to cohesively integrate relationally responsive strategies into the classroom through your instruction and behavior management practices.
- 7) You will be able to develop a plan to continue in your professional career as a relationally responsive educator.

Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the “Resources” tab to the right of the screen. At the end of each unit, you will find a KDS Application Toolkit that includes resources that can be used for implementation the next day, e.g., graphic organizers, project ideas, suggested texts and all onscreen graphics that are available to print or download.

Methods of Instruction and Evaluation

- Pre and Post surveys
- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)

Academic Honesty

KDS and USC Rossier School of Education recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own, and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)		Percentage of Course Credit	
Total grade for the course is a culmination of performance grades		Course grade is determined by the following	
A:	3.4 – 4.0	Reflections	40%
B:	2.7 – 3.3	Checks for Understanding	60%
C:	2.0 – 2.6		
F:	<2.0		

To support professional development standards, participants should take the learning beyond the course to implement in practice. Resources are provided to bridge learning to practice.

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, Checks for Understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for Understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included appropriate content from the course content and made connections to practice.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.</p> <p>OR</p> <p>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.</p>

Course Outline

Unit 1
<p>Objectives: In this unit, you will:</p> <ul style="list-style-type: none">Identify mindsets that will enable you to cultivate meaningful student/teacher relationships in the classroom and other multicultural learning environments.
<p>Outcomes: By the end of this unit, you will be able to:</p> <ul style="list-style-type: none">Develop a plan on how to use mindsets and dispositions to cultivate a relationally responsive classroom.
<p>Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.</p>
<p>Readings:</p> <ul style="list-style-type: none">Milner, H. R. (2010). Classroom management in diverse classrooms. <i>Urban Education</i>, 45(5), 560-603.Green, A & Filback, R. (2013). Mindsets Table.
<p>Assessment: Reflection questions, Checks for Understanding</p>
Unit 2
<p>Objectives: In this unit, you will:</p> <ul style="list-style-type: none">You will identify the practical skills needed to integrate the nine relational management dispositions into a practice of critical pedagogy.
<p>Outcomes: By the end of this unit, you will be able to:</p> <ul style="list-style-type: none">Develop strategies to employ both Critical Self Reflection and the knowledge of students' life contexts as a way to enhance relationships with your students.
<p>Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.</p>
<p>Readings:</p> <ul style="list-style-type: none">Milner, H. R. (2003). Teacher and reflection and race in cultural contexts: History, meanings, and methods in teaching. <i>Theory Into Practice</i>, 42(3), 173-180.
<p>Assessment: Reflection questions, Checks for Understanding</p>
Unit 3
<p>Objectives: In this unit, you will:</p> <ul style="list-style-type: none">Develop an ongoing reflective process for integrating a purpose driven teaching practice that is mindful of your own personal strengths and vulnerabilities as well as the dynamic impact these qualities have on your relationships with students.
<p>Outcomes: By the end of this unit, you will be able to:</p> <ul style="list-style-type: none">Participate in critically-engaged dialogue with your colleagues, create a classroom environment that reflects your purpose for teaching, and utilize social justice principles to empower students to succeed.
<p>Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.</p>
<p>Readings:</p> <ul style="list-style-type: none">Milner, H.R. (2006). Preservice teachers' learning about cultural and racial diversity: Implications for Urban Education. <i>Urban Education</i>, 41(4), 343-375.
<p>Assessment: Reflection questions, Checks for Understanding</p>
Unit 4

Objectives: In this unit, you will:

- Learn the impact of students' personal and communal cultures and how they work together to inform your relationally responsive teaching practice.

Outcomes: By the end of this unit, you will be able to:

- Develop strategies that honor negative student behaviors by making connections with your students.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Twenge, J. M. (2009). Generational changes and their impact in the classroom: teaching Generation Me. *Medical Education*, 43(5), 398-405. Chicago.

Unit 5

Objectives: In this unit, you will:

- Explore the significance of cultivating relationships with students as a way to enhance their classroom engagement and learning.

Outcomes: By the end of this unit, you will be able to:

- Establish a culture of high achievement through building meaningful relationships with students that are based upon trust and empathy.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas reading suggestions and templates to support classroom planning and instruction.

Readings:

- Mary Ellen-Beaty-O'Ferrall, Alan Green & Fred Hanna. (March 2010). Classroom management strategies for difficult students: Promoting change through relationships. *Middle School Journal*.

Assessment: Reflection questions, Checks for Understanding

Unit 6

Objectives: In this unit, you will:

- Identify best practices for relational classroom management by using culturally relevant strategies.

Outcomes: By the end of this unit, you will be able to:

- Develop a plan to cohesively integrate relationally responsive strategies into the classroom through your instruction and behavior management practices.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Hershfeldt, P.A., Sechrest, R., Pell, K.L., Rosenberg, M.S., Bradshaw C.P., & Leaf, P.J. (2009). Double-Check: A framework of cultural responsiveness applied to classroom behavior. *Teaching Exceptional Children Plus*, 6(2).

Assessment: Reflection questions, Checks for Understanding

Unit 7

Objectives: In this unit, you will:

- Reflect on your learnings and how becoming a relationally responsive educator will impact your career.

Outcomes: By the end of this unit, you will be able to:

- Develop a plan to continue in your professional career as a relationally responsive educator.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Duncan-Andrade, J. (2007). Gangstas, wankstas, and ridas: Defining, developing, and supporting effective teachers in urban schools. International Journal of Qualitative Studies in Education, 20(6), 617-638.

Assessment: Reflection questions, Checks for Understanding