## Approvals

Name of Proposal: Elective **ELED 333 Developing an Effective School Culture**

Submitted by: **John L. Bailey**  Signature: [Signature]

Date: September 11, 2015

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Faculty Vote: For [8], Against [0], Abstain [0], Absent [0]</td>
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<tr>
<td>1. Approved by Department [separate block for each dept]</td>
<td>Signature: [Signature]</td>
<td>1/21/16</td>
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<td>Chair: <strong>John L. Bailey</strong></td>
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<td>2. Approved by College [separate block for each college]</td>
<td>Signature: [Signature]</td>
<td>1/22/16</td>
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<td>Dean: <strong>Mark Wolfersberger</strong></td>
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<td>3. Approved by General Education (if any GE course is affected)</td>
<td>Signature: <strong>N/A</strong></td>
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<td></td>
<td>GE: <strong>David Beus</strong></td>
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<tr>
<td>4. Approved by University Curriculum Committee</td>
<td>Signature: [Signature]</td>
<td>2/1/16</td>
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<td>UCC: <strong>Jennifer Lane</strong></td>
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<td>5. Approved by Deans’ Council</td>
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<td>AVP: <strong>John Bell</strong></td>
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<td>6. Approved by the President's Council (for new programs)</td>
<td>Signature: <strong>N/A</strong></td>
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<td>Pres: <strong>John Tanner</strong></td>
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Summary:

The Elementary Education program wishes to offer an elective course to its majors that focuses on inspiring classroom management through developing an effective school culture.

In this elective course, prospective teachers will first explore principles for developing personal leadership. Next they will learn to apply these principles of leadership in their classroom management plan by helping each student develop personal leadership. Drawing from the best practices of successful educators around the world, prospective teachers will apply strategies for developing and teaching critical thinking skills and effective leadership characteristics which help create a more effective school culture.

This course will be taught by Dr Carol Bennett – it forms a part of her regular teaching load.
Section 3 - Program Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

Effective Date: Spring Semester 2016  
College: Human Development – School of Education – Elementary Education  
Abbreviation: ELED

New Elective Course: ELED 333 Developing an Effective School Culture (2 credits) offered Fall, Winter and Spring semesters.

Course Outcomes

1. Students reflect on and deepen their philosophy of classroom management and articulate how leadership principles fit into their philosophy.
2. Students understand techniques for improving school culture.
3. Students understand and apply proven intervention strategies for reduced discipline problems in their future classrooms.
4. Students understand and articulate methods for encouraging collaboration within the entire school environment.
5. Students describe the role of leadership in the classroom, school, and community.
6. Students apply the principles of personal leadership and teach them to others.
Effective Date: Spring Semester 2016
College: Human Development – School of Education – Elementary Education
Course Prefix: ELED
Course Number: 333

NEW COURSE.

Full Title: Developing an Effective School Culture
Short Title (for Transcript, 30-char max): Effective School Culture

Catalog Entry (50-word recommended maximum): Students explore principles for developing personal leadership and how to apply these principles by helping others develop personal leadership. Drawing from the best practices of successful educators around the world, students will develop critical thinking skills and effective leadership to help create a more effective school culture.

Prerequisites: None.
Credit Hours: 2
Frequency: Fall, Winter, Spring
Grading Method: Letter grades. A-F
Course Fees: No fee.
Learning Outcomes:

1. Students reflect on and deepen their philosophy of classroom management and articulate how leadership principles fit into their philosophy.

2. Students understand techniques for improving school culture.

3. Students understand and apply proven intervention strategies for reduced discipline problems in their future classrooms.

4. Students understand and articulate methods for encouraging collaboration within the entire school environment.
5. Students describe the role of leadership in the classroom, school, and community.

6. Students apply the principles of personal leadership and teach them to others.

**Assessment Methods:**
The BYU-Hawaii Framework for Student Learning will be utilized.

1. Reading (Prepare), Class Participation (Engage), Assignments (Reflect).

   For each reading assignment, students will read the assigned text prior to class and complete the assigned study guide questions for the chapter. Reading the chapters provides not only an introduction to key philosophies and theories, but provides a basis for discussion and participation in class activities. Students are expected to complete all homework assignments prior to coming to class. Students will be involved in group discussions and class activities. Students will be expected to take notes on each lecture in their course journals.

2. Exams:

   Content knowledge will be assessed partly on the midterm and final exams based on the readings and lectures as listed in the syllabus. These readings provide the foundation, content-based, research-based information for the course.

3. Pedagogical Skills

   Students’ Classroom Implementation Plans detail the peak of their learning throughout the semester and will represent the width of their overall classroom leadership/management plan. The plan should be well-written, as it could be a vital portion of their application for a professional job. In a written narrative, they will write their own philosophy of classroom leadership. This paper should be a concise, thoughtful, and specific document that describes their philosophy and approach on being a leader in the classroom. It should be a statement of their beliefs and goals with respect to leadership and how they will apply it to be a highly effective teacher.
**ELED 333**
**SPECIAL TOPICS IN EDUCATION** (2 credits)

Spring 2016

Instructor: Dr. Carol Bennett

Office Hours: Room 121- Appointment by email

Phone: Office: (808) 675-3895 cell: (828) 273-0130

E-mail: carol.bennett@byuh.edu

Prerequisites: n/a

Class Days: W/ F

Class Hours: 1:20 – 2:20

Meeting Room: SOE 117

**Mission Statement:** Recognizing the unique religious base of Brigham Young University Hawaii, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today’s diverse and changing society by (a) instilling a love of life-long learning and developing problem-solving abilities; (b) teaching and modeling the best current educational practices, balanced with gospel principles; and (c) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

**Conceptual Framework:** To assist the School of Education in meeting its Mission Statement, the Conceptual Framework provides a more defined, focused target around which the teacher education programs are designed. The visual shown below is a representation of this conceptual framework, which is also referred to as “The Learner is at the Center of Our Stewardship.”
With the child, or learner, at the center of our stewardship, the three areas of stewardship are head, hands and heart, also referred to as content knowledge, pedagogical skills and professional dispositions, respectively.

**Course Description:** Students explore principles for developing personal leadership and how to apply these principles by helping others develop personal leadership. Drawing from the best practices of successful educators around the world, students will develop critical thinking skills and effective leadership to help create a more effective school culture.

**Required Textbooks:**
- Covey, Stephen R. *The Leader in Me.* Free Press, 2008.

**Optional Textbooks:**

**Standards Related to this Course**
Hawaii Teachers Standards Board has stated that “Hawaii State Approved Teacher Education Programs (SATEP) shall incorporate these Performance Standards into their programs...”

http://www.htsb.org/standards/teacher/

These Performance Standards were created by the Interstate New Teacher Assessment Consortium (InTASC) and are called the Model Core Teaching Standards. Brigham Young University – Hawaii Teacher Education Program incorporates these standards into its program. Specifically, the following teaching standards have been incorporated into this course:

**Standard 1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environment:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Course Outcomes

1. Students reflect on and deepen their philosophy of classroom management and articulate how leadership principles fit into their philosophy.
2. Students understand techniques for improving school culture.
3. Students understand and apply proven intervention strategies for reduced discipline problems in their future classrooms.
4. Students understand and articulate methods for encouraging collaboration within the entire school environment.
5. Students describe the role of leadership in the classroom, school, and community.
6. Students apply the principles of personal leadership and teach them to others.

Course Assignments

1. Preparation (Readings, etc.) 20%
   a. Insights/Quizzes from Class Lectures 10%
   b. Chapter Study Guide Questions and Assignments 10%

2. Engage (Class Participation, Share) 30%
   a. Group Participation 10%
   b. Observations Report Presentation 10%
   c. Class Notes Journal 10%

3. Reflect 50%
   a. Classroom Leadership Implementation Paper 20%
   b. Classroom Observations (2) 10%
   c. Mid Term Exam 10%
Requirements to complete the course:

Since each of you will need to demonstrate the content knowledge, pedagogical skills and professional dispositions (ability) to be a highly qualified teacher, this course is designed to assess your proficiency in each of these three categories as follows:

Content Knowledge

The BYU-Hawaii Framework for Student Learning will be heavily utilized in this class.

1. Reading (Prepare), Class Participation (Engage), Assignments (Reflect).

For each reading assignment, you are expected to actually read the assigned text prior to class and complete the assigned study guide questions for the chapter. Reading the chapters provides not only an introduction to key philosophies and theories, but provides a basis for discussion and participation in class activities. You are expected to complete all homework assignments prior to coming to class. You are expected to participate in group discussions and class activities. You are also expected to take notes on each lecture.

2. Exams:

Content knowledge will be assessed partly on the midterm and final exams based on the readings and lectures as listed in the syllabus. These readings provide the foundation, content-based, research-based information for the course.

3. Pedagogical Skills

Classroom Implementation Plan

This plan details the peak of your learning throughout the semester and will represent the width of your overall classroom management plan. The plan should be well-written, as it could be a vital portion of your application for a professional job. In a written narrative, you will write your own philosophy of classroom leadership. This paper will be a concise, thoughtful, and specific document that describes your philosophy and approach on being a leader in the classroom. It should be a statement of your beliefs and goals with respect to leadership and how you will apply it to be a more effective teacher. The paper should clearly articulate your vision of effective classroom leadership

Student Academic Commitment:

To be a student at Brigham Young University Hawaii, you had to sign a commitment to the university’s Honor Code Statement and the university’s Dress and Grooming Standards. Then, usually during the sophomore year, students seeking a major in teacher education make application to be admitted into the School of Education. Part of that application process includes becoming aware of the eleven
Professional Dispositions that have been adopted by the School of Education. These dispositions support the School of Education’s commitment to the teacher education profession to prepare and recommend highly qualified teachers that have the content knowledge, pedagogical skills and professional dispositions to be a highly qualified teacher as required by federal law.

To that end, each teacher candidate in the School of Education is expected to reflect those qualities consistent with that of a person engaged in a serious endeavor — the pursuit of an academic degree. This Student Academic Commitment is an addendum to the Honor Code Statement, the Dress and Grooming Standards and the Professional Dispositions. It ensures that students bring to the academic setting a serious commitment to do their part in ensuring they have a successful and rewarding academic experience both in the classroom and outside the classroom.

In addition to the principles outlined in the university’s Honor Code Statement, the university’s Dress and Grooming Standards, and the School of Education’s Professional Dispositions, it is an expectation that each teacher candidate commits to do his/her part in ensuring a successful and rewarding academic experience by:

1. Being personally responsible for all assignments for each class. This includes carefully planning and managing assignments as outlined in the course syllabus and those assignments made in class, as well as meeting deadlines for those assignments.

2. Carefully reading all pertinent course-related materials and any other resource materials needed to ensure understanding of the principles, concepts, etc. being presented. This includes taking initiative to search out whatever resources are available to assist in understanding all course material.

3. Understanding that while every fact in the course text may not be explained in class due to time constraints that does not imply lack of importance. Sometimes text content may be tested, even when it has not specifically been covered in class. Time simply does not allow the instructor to walk you through each test question and explain the right answer. Taking one of Joseph Smith’s teachings (“I teach them correct principles and let them govern themselves”) and applying it here: Your instructor attempts to teach you correct principles and then you take charge of governing yourself.

4. Understanding the old rule-of-thumb statement that has existed for decades and states: For every hour of class contact, students should spend at least two hours outside that class in serious study. For example, for a three semester hour course (meets 3 hours per week), the student would spend at least twice that time, 6 hours per week, in serious study. We recognize that all students do not study exactly the same and in the same course, some students might be able to spend less time than some of their peers, while others may need to spend more time. This does not mean you should set a stopwatch and once you’ve reached the 6 hours per week, you stop studying. The point is that there’s a lot of material to be learned and you have to be responsible to spend whatever amount of time necessary to ensure you understand it thoroughly.

BYU-Hawaii Policy Statements and Disclosures
Academic Honesty
The first injunction of the BYU–Hawaii Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU–Hawaii Education, p. 6). It is the purpose of the BYU–Hawaii Academic Honesty Policy to assist in fulfilling that aim.

BYU–Hawaii students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct. Details of the academic honor code, including expectations, definitions, and actions may be found online at http://honorcode.byuh.edu/content/academic-honesty.

Sexual Harassment and Misconduct
Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Preventing Sexual Harassment
Brigham Young University – Hawaii is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYU-Hawaii, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright, Title IX Coordinator, Vice President of Student Development & Life Lorenzo Snow Administrative Building
55-220 Kulanui St.
Laie, HI 96762
Office Phone: [808] 675-4819
E-Mail: Debbie.hippolite.wright@byuh.edu
Sexual Harassment Hotline: (808) 780-8875

BYU-Hawaii’s Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

Services for Students with Special Needs
If you have a disability and need accommodations, you may wish to self-identify by contacting:
Services for Students with Special Needs
Students with disabilities who are registered with the Special Needs Services should schedule an appointment with the instructor to discuss accommodations. If the student does not initiate this meeting, it is assumed no accommodations or modifications will be necessary to meet the requirements of this course. After registering with Services for Students with Special Needs, Letters of accommodation will be sent to instructors with the permission of the student.

BYU-Hawaii School of Education Policy Statement(s) and Disclosure(s)

Children in Class

While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class.

Dress Code

You are in a professional program. It is expected you will abide by stated BYUH dress standards. Honoring the dress code as a pre-service educator should be reflective of your professionalism, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

Final Examination Policy

Brigham Young University Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive airfares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy would include (a) university-sponsored activities which take the student away from the campus at the time of the final exam, (b) emergency situations which are clearly beyond the control of the student or (c) some other extenuating circumstance clearly beyond the scope of the student’s control that would merit a deviation from the spirit and letter of the policy statement. In such cases, the student must submit a written letter
outlining the reason(s) for an exception to the university policy to the Dean of the School of Education as soon as the situation arises.

**Grades and Grading**

The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including exams, within the semester/term, you will be need to either repeat the entire course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, grading is not determined by merely averaging grades. In other words, you cannot take an “F” on one assignment and an “A” on another and conclude that you have “met” the course requirements because your “average” is a “C.” Again, in a true standards-based program, averaging does not exist.

The following interpretation of grades applies in our standards-based program:

- **A** represents achievement well above the standard; marked by superior performance, distinction, and excellence in originality, creativity, depth of analysis, seeing beyond the obvious, making connections and relationships. While this level of achievement is not impossible to achieve, instances are rare and difficult to come by.
- **B** represents achievement above the standard, marked by solid accomplishment and goodness, with room for improvement to reach the highest level of competency.
- **C** represents achievement at an acceptable level of the standard, marked by an acceptable level of knowledge and skills relevant to the desired course outcomes. This represents the most common level of achievement attained by the bulk of students.
- **D** represents achievement at a level of performance below the acceptable competency.
- **F** represents a level of competency that is clearly failing, marked by lack of understanding and/or poor work habits and/or failure to submit anything for the assignment.

If assignments were marked out of 10 and if scores of 9 & 10 are indications of A grade superior achievement or performance, then 8 is an indication of above average or very good performance with room for improvement, 7 is an indication of acceptable achievement or adequate performance, while 6 and lower are indications of unacceptable, poor or failing performance with a need for a re-do of the assignment (tests might not have a re-do option depending upon the nature of the test). The following traditional table would then have this relevance:

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<th>89-87</th>
<th>86-83</th>
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<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
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**BYU-Hawaii School of Education Policy on Tardies, Absences and Late Assignments**
General Rationale

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional workforce. The internalization of these attributes, in addition to academic course work, into the pre-service teacher’s repertoire of “applied knowledge” is critical to their future success and a significant part of what is broadly referred to as being a “true professional.”

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily makeup missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education. We trust that all students will understand the cooperative spirit with which this policy has been designed.

Tardies

Tardy to class is defined as arriving any time after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than twice will have their final course grade reduced a one-time 1/3 grade reduction of (A to A-, A- to B+, B+ to B, etc.). Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

Absences

Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from professor or without prior notification will have their final course grade reduced by 1/3 of a letter grade for each class hour they are absent. Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course. Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 1 full letter grade.

Late Assignments

Because all assignments in the School of Education courses are important, each must be completed in order to receive credit for the course. Late assignments received by the will be accepted and graded; however, the maximum earned mark for a late assignment will be a 70%.

Exceptions

University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member in advance of the absence.
Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc. In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied entry into or dismissal from the program.

**Cell Phones**

Simply stated, cell phones are not to be used in the classroom. This includes taking incoming calls, placing calls, sending text messages, checking messages, etc. If there is an emergency that requires you to have your cell phone on during the time of class, please notify your instructor ahead of time of the nature of the emergency. Also, set your cell phone to the vibrate setting as opposed to the ring setting. Again, this exception is only for absolute emergencies.

**Professional Dispositions**

Evidence of the development of students’ professional dispositions is a required accreditation assessment for the School of Education. We gather this evidence through the use of the School of Education Professional Dispositions sheet (blue), and this becomes a set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student’s self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

**Syllabus**

The syllabus represents the professor’s best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

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**CLASS: EDU 390R SPRING 2016**

**WEDNESDAYS & FRIDAYS  1:20 - 2:20**

School of Education Building Rm 117

Instructor: Dr. Carol Bennett
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Wed.</td>
<td>Mar. 9</td>
<td><em>Course Requirements and Syllabus</em></td>
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<td><em>Developing Self-Confidence and Skills</em></td>
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|      | Fri. | Mar. 11    | *Principles of Effectiveness in Successful School Cultures*           | **Read School Culture Rewired: Chapter 4. What Type of Culture Do You Want?**  
**Complete KWL Chart** |
| 2    | Wed. | Mar. 16    | *Principles of Personal Vision*                                      | **Read School Culture Rewired: Chapter 5. What Type of Culture Do You Have?**  
**Do Insights on Your Proactivity** |
|      | Fri. | Mar. 18    | *Principles of Personal Leadership*                                   | **Read Man’s Search for Meaning**                      
**Do Mission Statement Reflection** |
**Do Personal Management Assignment** |
<p>|      | Fri. | Mar. 25    | Kuhio Day Holiday                                                     | <strong>Classroom Leadership Observations</strong>                  |</p>
<table>
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<th>Week</th>
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<tr>
<td>4</td>
<td>Wed. Mar. 30</td>
<td><em>Paradigms of Interdependence</em></td>
<td><em>The Best Teacher in You: Introduction – Learning from Highly Effective Teachers</em></td>
<td>Do Self-Analysis on interdependence</td>
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<td>Fri. Apr. 1</td>
<td><em>Principles of Interpersonal Leadership</em></td>
<td><em>School Culture Rewired: Chapter 1. Defining Organizational Culture</em></td>
<td>Do Personal Example/Plan for Interpersonal Leadership</td>
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<td>5</td>
<td>Wed. Apr. 6</td>
<td><em>Principles of Empathic Communication</em></td>
<td><em>School Culture Rewired: Chapter 7. To Reveal the Invisible and Start Conversations</em></td>
<td>Do Reflection on Empathic Listening</td>
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<td>Fri. Apr. 8</td>
<td><em>Principles of Creative Cooperation</em></td>
<td><em>School Culture Rewired: Chapter 2. Culture vs. Climate</em></td>
<td>Prepare CC Presentation</td>
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<td>6</td>
<td>Wed. Apr. 13</td>
<td><em>Principles of Balanced Self-Renewal</em></td>
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<td>Do Plan for BSR</td>
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<td>Take Home Mid Term Exam</td>
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<td>7</td>
<td>Fri. Apr. 15</td>
<td><em>Understanding Student Engagement</em></td>
<td><em>The Best Teacher in You: Chapter 2. Embracing Connections: Integrating Essential Elements</em></td>
<td>Reflective Summary</td>
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<td>Date</td>
<td>Day</td>
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<td>Reading</td>
<td>Questions</td>
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<td>Wed. Apr. 20</td>
<td>Wed.</td>
<td>13</td>
<td><em>Developing Effective School Cultures</em></td>
<td>Read <em>The Leader in Me</em>: Chapter 1. Too Good to Be True Answer Study Guide Questions</td>
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<td>Fri. Apr. 22</td>
<td>Fri.</td>
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<td><em>Techniques for Improving School Culture</em></td>
<td>Read <em>The Leader in Me</em>: Chapter 2. How It Started – and Why Answer Study Guide Questions</td>
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<td>Wed. Apr. 27</td>
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<td><em>Incorporating Leadership Strategies</em></td>
<td>Read <em>The Leader in Me</em>: Chapter 3. Teaching the 7 Habits Answer Study Guide Questions</td>
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<td>Fri. Apr. 29</td>
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<td><em>Creating a Leadership Culture</em></td>
<td>Read <em>The Leader in Me</em>: Chapter 4. Creating a Leadership Culture Answer Study Guide Questions</td>
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<td><em>Involving the Home Culture</em></td>
<td>Read <em>The Leader in Me</em>: Chapter 6. Bringing It Home Answer Study Guide Questions</td>
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<td>Fri. May 13</td>
<td>Secondary and Higher Ed Culture</td>
<td>Read <em>The Leader in Me</em>: Chapter 8. Shifting to Secondary and Beyond</td>
<td>Answer Study Guide Questions</td>
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<td>12</td>
<td>Fri. May 20</td>
<td>Deepening Philosophy of Classroom Management</td>
<td>Read <em>The Leader in Me</em>: Chapter 10. Ending with the Beginning in Mind</td>
<td>Answer Study Guide Questions</td>
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<td>Wed. May 25</td>
<td>Classroom Observation Presentations</td>
<td>Read <em>The Best Teacher in You</em>: Chapter 1. Becoming the Best Teacher in You: A Process, Not a Destination</td>
<td>Classroom Observation Presentation and Notes</td>
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<td>Fri. June 3</td>
<td>Final Exam 1:00-3:50 in Class</td>
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