



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **EEA 519: School Climate and Culture**

3 Credits

Effective: Summer 2016/2017

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

School Climate and Culture prepares candidates to foster a positive school climate that results in improved outcomes for all students. Topics include social emotional learning; student achievement; educator, student, family, and community perspectives; cultural diversity; equity; restorative justice; and systems of support. Candidates apply research based practices to ensure a positive and supportive learning community.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills
- Critical thinking and information literacy
- Diverse and global perspectives
- Lifelong learning

COURSE OUTCOMES

In this course, learners:

- Display a knowledge of research that demonstrates the impact social emotional learning has on student achievement and behavior.
- Explain the connection between climate and culture that improves relationships, promotes achievement, decreases trauma and violence, and increases graduation rates.
- Identify and apply effective tools for measuring school climate and culture and discuss use of data for school improvement.
- Design professional development for improving school climate and culture.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Achievement gap vs Opportunity gap
- Courageous conversations
- Cultural competence
- Cultural diversity
- Equality vs Equity
- Equity pedagogy
- Multi-tiered systems of support
- Relationships
- Restorative justice
- School climate
- School culture
- Social-emotional learning
- Wellness and readiness to learn

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Data Analysis for Social Emotional Learning	20%
Report on Social Emotional Learning Implementation	20%
Professional Development Plan for Social Emotional Learning	40%
Participation and Contribution	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Data Analysis for Social Emotional Learning

Locate and analyze at least three sets of data related to school climate and culture for your school, district, or other worksite. Include achievement data and trends for core subjects, discipline, attendance, climate surveys, special populations (e.g., English language learners, students from diverse backgrounds). What do the data suggest about the nature and quality of the school’s climate and culture? How is school climate and culture addressed? Locate the School Improvement Plan (SIP). Identify any plans to address the quality of the school’s climate and culture. How does the SIP address climate and culture as it relates to behavior, attendance, and achievement of students from diverse backgrounds? The final section of the

analysis includes a recommendation for how climate/culture could be measured and assessed to support the learning of all students, including learners from diverse backgrounds, and students with discipline and attendance challenges. (What information from this assignment might you incorporate into your professional development plan for assignment 3?)

<i>Components</i>	<i>% of Grade</i>
Communication	30%
Content - Data Analysis for Social Emotional Learning	70%
TOTAL	100%

Report on Social Emotional Learning Implementation

Complete a site visit and interview key staff to discover how they implement critical components of a school wide approach to positive relationships and improved climate. If possible during your visit, talk with staff who have responsibilities for implementing various aspects of social emotional learning, such as: Principal, assistant principal, counselor, special education teacher, school resource officer, school nurse, family support specialist. Before the site visit, develop questions (not limited to the following) to learn about assessment tools and how/if they incorporate practices (restorative justice, equity pedagogy, courageous conversations, social emotional learning, or others) associated with systems of support: How do they measure school climate and discipline rates? How do they track data for students from diverse backgrounds and/or underserved populations? What do they describe as areas of success? How do they integrate social emotional learning into the school day and curriculum? What challenges have they identified? How are staff buy-in and a school wide approach developed and maintained? (What information can you use from this site visit to apply to your site or to your professional development plan in assignment 3?) What new learning do you have? What questions remain?

<i>Components</i>	<i>% of Grade</i>
Communication	30%
Content - Report on Social Emotional Learning Implementation	70%
TOTAL	100%

Professional Development Plan for Social Emotional Learning

Design professional development plan for school staff on school climate, culture, and social emotional learning. Include expected outcomes, an overview, timeline, agenda(s), interactive activities, next steps for teachers, and a list of resources. Integrate one of the assessment tools from this course, a plan to administer the assessment tool and analyze the results, and an outline for a staff collaborative discussion on how to best use the data to support improvement.

<i>Components</i>	<i>% of Grade</i>
Communication	30%
Content - Professional Development Plan for Social Emotional Learning	70%
TOTAL	100%

Participation and Contribution

Participate and contribute professional and scholarly value in discussions and activities.

<i>Components</i>	<i>% of Grade</i>
Participation	50%
Contribution	50%
TOTAL	100%

COURSE POLICIES

Late Assignments

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

Instructors are requested to allocated time/opportunity toward the end of the last class session for all students to complete the university's End of Course Evaluation (EOCE).

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard 22-item survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student

Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful

Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.