

**SCHOOL FAMILIES
Syllabus**

Course Number and Title	PEDU 9890 School Families
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Graduate Level, Semester Credits (Some credit levels may be unavailable at times)

Course Description

Traditional models of classroom discipline and management are grounded on punitive consequences in top-down authoritarian systems. Teachers make rules and enforce them, often without any discussion with students. This results in disequilibrium in the classroom, some students receiving praise and tangible rewards while others suffer the consequences of noncompliance.

Most educators are familiar by this time with Gardner's Theory of Multiple Intelligences, but the concept is limited to academics. Behavior management must be differentiated in the same way that instruction and learning experiences are differentiated. Academically, students have diverse learning styles and preferences that must be addressed if they are to reach their full potential. Why would we expect students to be any less diverse psychologically than they are academically? Some of our students have physiological or psychological disabilities that affect their behavior such as ADHD, fetal alcohol syndrome, Asperger's Syndrome, autism, etc. Other students' behaviors may be impacted by environmental factors: divorce, incarcerated parents, foster care, physical, sexual, or emotional abuse, domestic violence, drug or alcohol abuse, poverty, gang influence, poor nutrition, transience, homelessness, negligence, etc. One set of rules, rewards, and consequences cannot possibly be expected to work with the diverse groups of students we have in our classrooms today.

This course helps teachers build genuine bonds between themselves and their students, as well as students with classmates, to create 'kindred classhomes' based on a foundation of acceptance, respect, and shared purpose. Our classrooms may be a safe, nurturing refuge, for many of our students the eye of the hurricane they experience as life. This course will help you develop strategies, rituals, and environmental design skills to create these safe havens of learning.... 'kindred classhomes'.

Learning Outcomes and Objectives

You will have knowledge and thorough understanding of the following content:

- Traditional school relationships versus kindred school relationships
- Introduction and discussion of Bronfenbrenner's Ecological Systems Model
- Introduction and discussion of Senge's Theory of Learning Organizations
- Introduction and discussion of Gardner's A-Typical Intelligence Types: Interpersonal, Intrapersonal, Naturalistic, and Existential
- Introduction and discussion of Reverman's Synergy Types – Think, Look, Talk, Feel
- Introduction and discussion of Myers & Briggs 16 Personality Types
- Brain-based behavior models
- How bullies are created, and how bullies can be healed
- Comparison/Contrast of Fred Jones Positive Discipline model with other classroom management systems
- How to create a nurturing, safe classhome
- Literature and lessons that reinforce positive relationship building
- Songs and activities that reinforce positive relationship building
- Cooperative games that reinforce positive relationship building
- How to develop empathy in students
- How to help students self-regulate

Course topic outline:

Chapter 1: Traditional School Relationships Versus Kindred School Relationships

Traditional school structures of power and authority are examined and contrasted with a new paradigm of relationship, collaboration, and synergy. The role of teacher as a coach, guide, or facilitator as opposed to the omnipotent dispenser of knowledge has developed gradually over the past thirty to forty years. Many educators have learned to not only accept, but to embrace, their role as 'guide on the side' rather than the 'sage on the stage'. While most agree this is a positive evolution in education, drawbacks accompany any change, and in this case the drawbacks may be time diverted from learning in the absence of sufficient discipline in the classroom. The key is helping students develop self-discipline, rather than continuing the traditional model of authoritarian, top-down forms of discipline.

- Banking Concept of Education
- Constructionist Classrooms
- Collaborative & Cooperative Learning

Chapter 2: Models of Social Learning and Differentiating for Diverse Needs

Several social learning models, personality types, and intelligence types are explored and discussed with the emphasis on developing positive, synergistic relationships between diverse students and teachers. Learn about the many ways in which we differ, and how we can take advantage of those differences to be stronger, smarter, and more effective as teams working together than we could ever be on our own.

- o Introduction and discussion of Bronfenbrenner's Ecological Systems Model
- o Introduction and discussion of Senge's Theory of Learning Organizations
- o Introduction and discussion of Gardner's A-Typical Intelligence Types: Interpersonal, Intrapersonal, Naturalistic, and Existential
- o Introduction and discussion of Reverman's Synergy Types – Think, Look, Talk, Feel
- o Introduction and discussion of Myers & Briggs 16 Personality Types
- o Brain states and how they affect behavior and learning

Chapter 3: Classroom Management Systems

Several well-known classroom discipline models are explored, compared, and contrasted. Current digital tools are demonstrated that make classroom management quick and easy, while also fun for students.

- o Fred Jones Positive Discipline in the Classroom
- o Fred Jones Positive Instruction
- o Jane Nelson's Positive Discipline
- o Conscious Discipline
- o Love and Logic
- o Assertive Discipline
- o Digital Classroom Discipline Tools
- Class Dojo
- Classcraft

Chapter 4: Designing the Classhome and Strengthening Family Bonds

Strategies are described for creating safe, nurturing 'classhomes' where strong and positive relationships between students and between teachers and their students develop and thrive.

- o Creating safe, nurturing classhome environments
- o Literature and lessons that reinforce positive relationship building
- o Songs and activities that reinforce positive relationship building
- o Cooperative games that reinforce positive relationship building
- o Developing empathy in students
- o Helping students self-regulate and deescalate
- o Service learning and self-esteem
- o Creating lasting bonds... "Once my papafritos, always my papafritos"

Required Course Materials

www.Amazon.com available through used booksellers.

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules. Text/readings assigned in each chapter of the course.

Title: Turning Points: Journey of Self Discovery

Authors: Ardys Reverman, PhD

Publisher: Friendly Universe, 1995

Title: Creating the School Family

Author: Dr. Becky Bailey

Publisher: Loving Guidance

Title: Kagan Cooperative Learning

Author: Spencer Kagan

Publisher: Kagan Cooperative Learning

Recommended Reading:

Title: Creating the School Family

Author: Dr. Becky Bailey

Publisher: Loving Guidance

Title: Kagan Cooperative Learning

Author: Spencer Kagan

Publisher: Kagan Cooperative Learning

Title: Redefining the Role of the Teacher: It's a Multifaceted Profession

Author: Judith Taack Lanier

Source: <https://www.edutopia.org/redefining-role-teacher> \ Title: Frames of Mind

Author: Howard Gardner

Publisher: Basic Books

Title: The effects of social and cultural change on personality

Author: U. Bronfenbrenner

Publisher: Journal of Social Issues

Title: The ecology of human development: Experiments by nature and design

Author: U. Bronfenbrenner

Publisher: Harvard University

Title: Gifts Differing: Understanding Personality Type

Author: Isabel Briggs Myers & Peter B. Myers

Publisher: CPP

Title: Evaluating discipline programs

Authors: Educational Research

Publisher: Educational Research Newsletter and Webinars

Source: <http://www.ernweb.com/educational-research-articles/evaluating-discipline-programs/>

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
You must complete all course videos, quizzes and assignments.
See Assignments on page 7, assignments are subject to revisions.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice, other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact Dr. Reverman through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman PhD is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

Lisa Rodriguez, PhD is an Educator, Author, and Educational Technology Coach. She has 27 years of bilingual teaching experience at the K-12 level, in addition to training school staff and presenting at educational technology conferences. She is an adjunct instructor for master's level courses in education, second language acquisition, and technology integration. You may contact the instructor by emailing Edtechlr@gmail.com or by calling (971) 221-5246, Monday through Friday, 10:00 a.m. - 4:00 p.m. PST. Phone messages will be answered within 24 hours.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are

graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific. Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

Assignments

Assignments are subject to revisions.

1 Credit Assignments

Conduct a short action research project with your class or a group of children. Count the number of behavior problems in a week, and write a one-page reflection on how students are behaving and relating with one another. Then implement two or three of the strategies recommended in Conscious Discipline. Then count the number of behavior problems again and write another one-page reflection, noting any differences you may have noticed if any. Submit this two-page paper to the course dropbox.

****Summer/Covid-19 Assignment***

Create a lesson plan utilizing any part of what you learned in this course.

2 Credit Assignments

Conduct a short action research project with your class or a group of children. Count the number of behavior problems in a week, and write a one-page reflection on how students are behaving and relating to one another. Then implement two or three of the strategies recommended in Conscious Discipline. Then count the number of behavior problems again and write another one-page reflection, noting any differences you may have noticed if any. Submit this two-page paper at the bottom of this page.

****Summer/Covid-19 Assignment***

Create two lesson plans utilizing any part of what you learned in this course.

4-Credit Assignment

Complete both Assignments below.

Assignment 1

Conduct a short action research project with your class or a group of children. Count the number of behavior problems in a week, and write a one-page reflection on how students are behaving and relating with one another. Then implement two or three of the strategies recommended in Conscious Discipline. Then count the number of behavior problems again and write another one-page reflection, noting any differences you may have noticed if any. Submit this two-page paper to the course dropbox.

****Summer/Covid-19 Assignment Create two lesson plans utilizing any part of what you learned in this course.***

Assignment 2

- a) Create an 8-to-10 slide presentation explaining a plan for their own *kindred classhome*, including environment description and graphics, activities, lessons, and materials. This presentation will be created with the intention of sharing it with students' own school staff.
- b) Create your own classroom 'safe place' as described and discussed in Chapter 4. They will then have the choice of:
- Taking photos of the 'safe place' and embedding them in a PowerPoint with captions identifying and explaining the contents of the area and how students will utilize it.
 - Make a live recording of the 'safe place' while narrating, **identifying and explaining the contents of the area and how students will utilize it.**

Paragraph structure, capitalization, and punctuation follow the grammatical and spelling conventions of Standard English.