The Center For School Climate & Learning

New England College
School of Graduate and Professional Studies

Program Description:

The Center for School Climate and Learning

and

New England College

October 31, 2010

Graduate Certificate Program in School Climate Leadership and Facilitation

School Climate Leadership and Facilitation Certificate Program (16 credits)

Certificate of Advanced Graduate Studies (CAGS) or M.Ed. Degree Program (36 credits)

Program Goals:

1. To provide a graduate-level, school climate leadership certificate program for educators who want to become School Climate Improvement and Anti-Bullying experts.
2. To develop a cadre of school climate improvement leaders who can effectively lead the national movement to improve school climate and learning.

A. Essential Questions to be addressed by students in the program:

1. What is school climate?
2. How are bullying, cyber-bullying and school climate interrelated?
3. How does school climate affect students' social and emotional development and learning?
4. How can schools evaluate school climate and use data to support, and improve school climate and student learning?
5. How does adult culture promote and/or inhibit successful school change?
6. What is respectful teaching and how do certain pedagogical practices and strategies affect school climate and learning?
7. What is collaborative action research and how can it be effectively implemented to affect improvement in school climate and learning?
8. What are the social justice, civil rights, and educational equity implications of school climate improvement?
9. What kinds of qualitative and quantitative data are used to assess and improve school climate and learning?
10. What personal strengths and interests do I have in this field and how will I further develop myself as a leader through specialized training and research?

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B. Program Overview

The program will be offered in two tiers,:

Tier #1: The School Climate Leadership and Facilitation Certificate Tier: The Core SafeMeasures™ School Climate Leadership and Facilitation Certificate Program will be offered in Year One, resulting in students earning a School Climate Leadership and Facilitation certificate following the successful completion of the 16 credit, low-residency, cohort-based program.

Tier #2: School Climate Leadership Graduate Certificate (CAGS) and M.Ed. Degree Tier: New England College will offer an extended second-year program to allow those students who have completed the School Climate Leadership Certificate Program to engage in further specialized, study and research in order to earn a M.Ed. Degree or Certificate of Advanced Graduate Study (CAGS) Degree from New England College. The second-tier being 20 additional credits.

YEAR ONE

Tier #1: School Climate Leadership and Facilitation Certificate (SCLF) Program (Course sequence for Certificate-16 credits)

Course #1: Term 1: Jan- March* (4 credits)

ED 6010- ***Introduction to School Climate Leadership and Facilitation***

This advanced educational psychology course will explore theories of youth social and emotional development, learning, motivation, intelligence and recent advances in brain-based learning and neuropsychology as it relates to school climate, bullying, and respectful teaching. Participants will critically assess various educational models and programs designed to reduce bullying and harassment, as well as specific respectful teaching practices that deepen student engagement, personalized learning, and teacher and student empowerment and use this information to critically assess current practices in school climate leadership and school change.

Course #2: Term 2: March - May (2 credits)

ED 6021- ***Beyond Bullying: Understanding Bullies, Victims, and Bystanders (2 credits)*** This 2-credit mini-course will expose students to the latest research on bullying and harassment in schools and the effects of bullying on victims, bystanders, and bullies themselves. Students will explore the roles adults have played as bystanders, tacit supporters, and even bullies in schools themselves and how to train teachers, students, school leaders and parents to address social conflict, threshold behaviors, and bullying.

* In 2011, Course one will begin Term 2 and the two 2-credit courses will be offered Term 3

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Course #3: Term 3: May- June (2 credits)

ED 6022 – **Critical Connections: *Student Engagement, Empowerment, and Respectful Schools (2 credits)*** This 2-credit mini-course will help students understand the dimensions of "power" associated with respectful teaching, school climate, and bullying. We will explore strategies for engaging and empowering all students to serve as community advocates and resources, experts, and school change leaders, with special emphasis on empowering those students who have been socially isolated or targets of bullying and harassment. Student civic engagement, service learning, and social activism for social justice in schools and society will be explored and applied.

Course #4: Term 4: August-October (4 credits)

ED 6030- ***Understanding Adult Culture: Overcoming Resistance /Building Support for School Change*** This course will examine schools from a systems perspective, utilizing theories of social and organizational change. Authoritarian and participatory leadership models will be examined and participants will conduct an extensive review of recent research in the field of educational reform, and adult culture in schools. Participants will apply their understanding of various systems models to plan and design a complex systemic reform initiative.

Course #5: Term 5: November-December (4 credits)

ED 6040- ***Collaborative Action Research Leadership Internship*** (to be implemented throughout the academic year) Participants will become familiar with the collaborative action research process, with special attention to how schools can empower students as action research partners to improve school climate. Students will work closely with research mentors to clarify school climate related problems aligned with National School Climate Standards, co-design school climate data collection tools, and collect school climate data from students, teachers, and parents, in partner schools.. Students will co-lead the action research process by assisting partner schools and student leadership teams in collecting and analyzing data, setting goals for school climate improvement, developing action projects and plans, and helping lead action projects to facilitate school climate improvement. This course will serve as both a year-long School Climate Internship and a final capstone experience for the SCLF certificate program.

At the end of this one-year set of courses students will be awarded a Certificate of School Climate Leadership and Facilitation from New England College and be eligible to graduate with this certificate. Students may also choose to matriculate into NEC's M.Ed. Program or C.A.G.S. Program in School Climate Leadership which can be completed in one additional year.

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YEAR TWO

Tier #2: Sequence to complete C.A.G.S. or M.Ed. Degree Program (20 credits)

Course #6: Term 1: Jan- March (4 credits)

ED 7061- Group Facilitation and Leadership Design: The purpose of this course is to provide school climate leaders with the theoretical understanding and practical skills needed to plan, carry out and evaluate effective school climate facilitation. The focus of the course is to develop the skills and knowledge needed to become reflective practitioners who can critically analyze the process of developing, implementing and evaluating processes and practices that will enable schools to effectively improve school climate and learning. Students will develop a repertoire of leadership/facilitation skills for planning class discussions, managing individual and group interactions, and working in collaborative leadership teams.

Course #7: Term 2: March - May (4 credits)

7062- *Pedagogy and the Respectful School:* This course will explore theoretical and conceptual foundations of curriculum development, alternative assessment and instructional design as it relates to two "grand theories" of learning; behaviorism and constructivism. Authentic instruction, solving real problems, inquiry-based, community-based and service based learning, and the use of virtual learning tools will be explored in relation to student motivation, engagement, teacher student relationships, and the geography of learning. Students will assess the professional development needs of a school in relation to changing expectations for student learning in 21st century schools. Students will develop a professional learning community processes and professional development action plans in light of the key theories, concepts, and models discussed in the course.

Course #8: Term 3: May- June (4 credits)

ED 7063- *Legal Issues for School Climate Leaders* This course examines the substantive and procedural rights of children and the competing interests of their parents and the state (aka school) in a variety of school climate, educational equity, harassment, discrimination, and other safe schools contexts. Students will understand NH Anti-Bullying Laws as well as those from other states. They will gain an understanding of the relationships between Civil Rights, Human Rights, and Disability protections and school climate advocacy and leadership.

Course #9: Term 4: August-October (4 credits)

ED 7064- ***Using Data to Understand, Monitor, and Improve School Climate and Learning*** This course provides participants with the knowledge base to manage district-wide school data that can be used to understand school climate and it's relationship to student learning. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage both objective and incident data to assess school safety, student engagement, and attendance as well as systems for collecting and using "perceptual" school climate data from school wide teacher and student surveys, parent surveys, interviews, focus groups, ethnographic data, and Experience Sampling Methods (ESM). (2 credits)

Course #10: Term 5: November-December (4 credits)

ED 7065- ***Collaborative Action Research II- Capstone*** (to be implemented throughout the academic year) Participants will fully implement an independent action research process, with special attention to how schools can empower students and teachers as action research partners to improve school climate. Students will work collaboratively with research mentors to clarify school climate related problems aligned with National School Climate Standards, design valid and reliable school climate data collection tools, collect school climate data from students, teachers, and parents and implement action projects based on school needs. Students may deepen and extend work begun in CAR I if approved by research mentors. This course will serve as a year-long , capstone experience for the M.Ed. or CAGS program.

C. Low Residency Cohort Model

All courses will follow NEC's, 7-week graduate studies format. Students will be eligible for financial aid through New England College for years one and two of the program.

Students are expected to attend a total of 8 required weekend seminars over the course of the academic year for Year-1 and the Certificate Program (2 weekend for each 4 credit course and 1 weekend for each 2-credit course.) and another 10 weekend seminars of they matriculate into the M.Ed. or C.A.G.S. Program for Year 2. Weekend seminars will run Fridays 4-8pm, Saturdays 8:00am-3:00pm.

Between each weekend seminar students will be expected to actively participate in follow-up on-line activities, assignments, virtual classroom lectures, virtual discussion groups, and authentic, performance-based tasks and assessments.

A final exhibition/celebration will take place at the end of the Year 1 certificate program where certificates will be awarded. Year Two courses will end with the awarding of an M.Ed. or C.A.G.S. Degree.

The CSCL will develop a website for the program and all courses will utilize resources from the Website and Blackboard platforms that will be designed for each course. NEC will provide access to all students and faculty to use its Blackboard tools.

D. Cohort Makeup

Students will be recruited by both CSCL and NEC for the one year and two year programs. Cohorts will typically be16-20 students. Ideally, 10 students will matriculate into the two-year degree program.