



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

### **Title of Course:** Building a Positive School Culture

**Course Description:** School Culture refers to the values, beliefs, norms, and rituals that make up a school's "persona". This course will examine the specifics of what school culture is and how it impacts student outcomes. Participants will understand the role they have in sustaining or changing school and classroom culture. Additionally, participants will analyze the effects that Positive Behavior Interventions & Supports (PBIS) and Professional Learning Communities (PLC) have in shaping a positive school culture. Participants will create, collaborate on, and share out action plans that will ultimately lead to increased opportunities to move along the continuum of positive school cultures.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Educators will explore and deepen understanding of school culture and school climate.</li> <li>• Educators will examine the effects of positive school culture vs. toxic school culture on student outcomes.</li> <li>• Educators will determine factors that create a positive school culture vs. a toxic school culture.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Definitions of school culture and school climate</li> <li>• Characteristics of positive school culture and toxic school culture</li> <li>• Benefits of creating a positive school culture</li> <li>• Current models of positive school culture</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<ul style="list-style-type: none"> <li>• Educators define and understand the concepts of school culture and school climate.</li> <li>• Educators will evaluate current school culture in their own school communities.</li> <li>• Educators will analyze the impacts of a positive school culture on an increase in student outcomes.</li> <li>• Educators will identify the characteristics of positive school culture and understand how to move towards a continuum of improved positive school culture.</li> <li>• Educators will identify and implement one specific technique to increase positive culture within their classrooms ( i.e.: shared decision making, student-led assessments, reward system, “Bucket Fillers”, etc.).</li> <li>• Educators will utilize answers from the classroom culture survey to make ongoing adjustments to increase positive culture.</li> <li>• Educators will be able to appropriately explain to parents, students and other professionals the concepts of school culture and school climate.</li> <li>• Educators will be able to apply their knowledge of school culture and school climate to evaluate current practices and models within their own school communities.</li> <li>• Educators will be able to identify the characteristics of positive school culture and understand the impacts of positive school culture on student outcomes.</li> <li>• Educators will know the importance of engaging all students and staff members in promoting an inclusive and positive school culture.</li> </ul>

	<ul style="list-style-type: none"> <li>• Educators will share how making positive changes to the classroom culture will positively impact wide cross-sections of diverse learners.</li> </ul>
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**Session II**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To have educators deepen understanding of the relationship between positive school culture and student achievement.</li> <li>• To have educators employ various skills to enable the establishment of a positive school and classroom culture.</li> <li>• To have educators construct methods to allow students to create and actively engage in the positive school and classroom culture.</li> <li>• To have educators build upon their capacity to sustain a positive school culture.</li> </ul>
<b>Topics</b>	School Culture and Student Achievement Team Building and Positive School Culture
<b>Application to Instruction &amp; Student Learning</b>	<ul style="list-style-type: none"> <li>• Deepen understanding of the relationship between positive school culture and student achievement.</li> <li>• Employ various skills to enable the establishment of a positive school and classroom culture.</li> <li>• Construct methods to allow students to create and actively engage in the positive school and classroom culture.</li> <li>• Identify and implement one specific technique to increase positive culture within their classrooms ( i.e.: shared decision making, student-led assessments, reward system, “Bucket Fillers”, etc.).</li> <li>• Utilize answers from last week’s classroom culture survey to make ongoing adjustments to increase positive classroom culture that is inclusive of various student experiences and perspectives.</li> <li>• Synthesize an action plan to improve positive school culture (i.e.: faculty meeting presentation, study circle mini-lesson model, peer tutoring program, job shadowing day, teacher/student interviews, “Get to Know You” event, College Fair, Job Fair, etc.)</li> <li>• Design diverse pathways for a wide-range of learners to participate in building positive school culture.</li> </ul>

**Session III**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To have educators examine the role of trust in building positive school culture</li> <li>• To have educators examine the relationship between school leaders and teachers has on positive school culture.</li> <li>• To have educators understand and apply Positive Behavior Intervention and Support (PBIS).</li> </ul>
<b>Topics</b>	The Role of Trust The PBIS Framework

<b>Application to Instruction &amp; Student Learning</b>	<ul style="list-style-type: none"> <li>• Educators examine the role of trust in building positive school culture</li> <li>• Educators analyze the relationship between school leaders and teachers has on positive school culture.</li> <li>• Educators utilize faculty survey to make incremental gains in school wide positive cultural shifts.</li> <li>• Educators know how to initiate difficult conversations with stakeholders and how those conversations ultimately benefit the establishment of positive school culture.</li> <li>• Educators understand and apply Positive Behavior Intervention and Support (PBIS).</li> <li>• Educators analyze and synthesize plans to initiate a PBIS approach to building and classroom level practices.</li> <li>• Educators consider culturally diverse student body when implementing PBIS with careful consideration of perspectives and perceptions of rewards system.</li> </ul>
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**Session IV**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To have educators identify the roadblocks to building a positive school culture</li> <li>• To have educators construct methods to effectively handle challenging situations</li> <li>• To have educators identify avenues in which they can be change agents in the school community</li> <li>• To have educators understand the purpose of Professional Learning Communities</li> <li>• To have educators develop an action plan for ongoing efforts to establish a positive school culture.</li> </ul>
<b>Topics</b>	Applying Positive School Culture Research Prepare for Success, Preparing for and Handling Roadblocks Planning to Contribute to a Positive School Culture
<b>Application to Instruction &amp; Student Learning</b>	<ul style="list-style-type: none"> <li>• Educators identify the roadblocks to building a positive school culture</li> <li>• Educators construct methods to effectively handle challenging situations</li> <li>• Educators identify avenues in which they can be change agents in the school community</li> <li>• Educators understand the purpose of Professional Learning Communities</li> <li>• Educators develop an inclusive action plan for ongoing efforts to establish a positive school culture.</li> </ul> <p>Educators develop a means of measuring ongoing school culture improvement plan that are mindful of constructing inclusive methods of stakeholder participation.</p>

