



## **Building Relationships with Students**

### **Brandman University: EDCU 9992 – 3 Semester Hours**

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

**Registering with Brandman University:** Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

### **Upon Completion of the Course:**

1. Please submit all completed assignments in PDF format in one email to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## Building Relationships - Syllabus

EDCU 9992

3 credits

Course Description: This course provides a variety of strategies on how to build relationships with students that can be applied at any point during the school year. The main goal of this course is to show educators that building stronger relationships with students not only helps the students, but also helps educators enjoy their jobs that much more. When students know educators care about them, they begin to care about the content and that is when learning takes place. Because of this, this course inevitably helps improve student learning.

### Learning Objectives:

- Students will be able to learn different strategies on how to build relationships with their own students.
- Students will understand the importance of building relationships with their own students and how it positively impacts students and teachers.
- Students will be able to apply strategies to build relationships with their own students in order to improve classroom community, enjoy time with their students more often, and ultimately foster a better learning environment.
- Students will develop skills to reflect on & improve their own teaching practices.

### Course Materials:

- Readings:
  - (Required) “16: Connect with kids and gain energy instead of letting them drain you” from the book *Unshakeable: 20 ways to enjoy teaching every day...no matter what* by Angela Watson.
  - (Additional) *10 Ways to Build Relationships with Students This Year* by Genia Connell.
- Videos:
  - The Power of Relationships in Schools
  - Every Kid Needs a Champion
- Content Implementation: (You will choose one of the following options.)
  - OPTION 1: Implementation Plan, Implementation Plan Template, & Implementation Plan Template-Modified
  - OPTION 2: Hour Log Template & Hour Log Example

\*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “16: Connect with kids and gain energy instead of letting them drain you” from the book *Unshakeable: 20 ways to enjoy teaching every day...no matter what* by Angela Watson.
2. In at least 1 page, respond to 1 of the prompts below:
  - a. At the beginning of the reading, Angela Watson explains how building relationships with your students is the best thing you could do to ensure you are enjoying teaching. Reflect on this philosophy. Does it match-up with your own teaching philosophy? Why or why not? Use examples to support your response. If not, what do you deem just as or more important than building relationships with your students? Explain.
  - b. Reflect on your current practices of how you build relationships with your students. Is this an area you feel strong in or would you like to improve? Are the strategies you use currently similar or different to the strategies mentioned in the readings? Is there a time of year you focus on building relationships more than others and will you need to make a conscious effort to build relationships with students throughout the school year? Or, do you already make it a priority throughout the entire school year? Explain.
3. Watch the following videos:
  - The Power of Relationships in Schools
  - Every Kid Needs a Champion
4. In at least 2 pages, explain your reactions to the videos. Do you agree or disagree with the idea of the importance of relationships on student learning? Describe a good relationship you have had recently with a student and describe a time when you didn't have the best relationship with a student. How did both situations feel? Do you think it had an impact on the learning of each respective student?
5. Content Implementation: ***You only have to complete one of the following options.***

**OPTION 1:** This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and templates can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Out of the many building relationships strategies offered, incorporate at least 6 strategies.

Use the strategies that will work best for you, your teaching style, and your population of students, but don't feel pressured to use all of them. As a side note, some of the examples used in the reading work best in a specific classroom environment. Please adapt the strategies mentioned to make them work best for you. Use the suggestions below mentioned in "OPTION 2" or use your own!

**OPTION 2:** Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the building relationships strategies in your classroom with your students. Incorporate some strategies outside of class time as well. Use the strategies that will work best for you, your teaching style, and your population of students, but don't feel pressured to use all of them. Out of the many strategies offered, incorporate at least 6 strategies.

As a side note, some of the examples used in the reading work best in a specific classroom environment. Please adapt the strategies mentioned to make them work best for you. Use the suggestions below or use your own!

- **"Sharing Time":** Once or twice a week might feel like a lot, so pick a time frame that works for you. Try once a month, every time you change seats or switch groups, or after a break or long weekend.
- **Parties and/or Special Events:** If it is hard to organize something like this or make the time for it, try incorporating some sort of "game" in an upcoming lesson and play with them. If you do want to try a party but don't want to do it on your own, try a team celebration. If you are in a middle school and part of a team, organize a small team celebration with your whole team of students.
- **Birthdays:** Celebrating each individual student's birthday might be a lot if you have 100+ students. Try doing group celebrations. At the beginning of every month, ask whose birthday is in that month. Then do a short, mini celebration of your choosing for each class. You could just sing Happy Birthday, sing and do a short little dance, have those students choose some part of the lesson that day, or something else that works better for your teaching style.
- **Ending the Day:** Instead of saying "goodbye" to each student at the end of each class you could start by just doing your last class of the day. Another way to start small is to individually say goodbye to each kid in each class on Fridays or once a month. Make it realistic for you!

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice

- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught (if applicable), the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

\*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***

**OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
  - i. What strategies do you plan to implement, and what will they look like and/or sound like in your classroom and/or outside of class time? What will you be doing as the teacher? What will students be doing?
  - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
  - iii. How is this way of building relationships with students different from how you did it in the past?
  - iv. What do you plan to do to support the effectiveness of the methods and strategies?
  - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
  - vi. What challenges do you foresee arising from using any of these strategies?

**OPTION 2:** If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing a minimum of 6 building relationship strategies in your lessons/school days for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the building relationships strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
  - i. What strategies did you implement, and what did they look like and/or sound like? What were you doing as the teacher? What were students doing?
  - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past? Did you notice a difference in your teaching of your students, the relationships you had with them, or student learning?
  - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
  - iv. What was challenging or didn't work as well as you would have hoped?
  - v. How would you modify any part of what you implemented to make it more effective in the future?

## Building Relationships - Assignment Plan, Evaluation & Grading

Reading Reflection (Written Response Rubric)	X/15 pts
Video Reflection (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Building Relationships (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(\*The assignment is required but is not graded)

### Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Reading Reflection & Video Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of building relationships with students, as well as the strategies in the course. The examples given are detailed to the point that it is very clear what the outcome will look like in and out of the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Building relationships strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect building relationships.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect building relationships.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has implemented 6 or more strategies from the course geared towards building relationships with students within multiple lessons and/or time outside of class time. Student has explained in detail how each strategy was incorporated. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has implemented 5 strategies from the course geared towards building relationships with students within multiple lessons and/or time outside of class time. Student has explained how each strategy was incorporated. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has implemented 4 strategies from the course geared towards building relationships with students within multiple lessons and/or time outside of class time. Student has explained how each strategy was incorporated. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has completed the requirements listed to receive a “B”. However, the explanation of the strategies is incomplete and it is unclear how the strategies were implemented. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has implemented 2 or 3 strategies from the course geared towards building relationships with students within multiple lessons and/or time outside of class time. Student has somewhat explained how the strategies were incorporated. However, the explanation is incomplete, and it is unclear how the strategies were implemented. If anything was modified, an explanation of how and why things were modified is incomplete. Student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has implemented a total of 1 strategy from the course geared towards building relationships with students within 1 lesson or time outside of class time. There is some explanation about how the strategy was incorporated but very little. If anything was modified, there is no explanation of how or why things were modified. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.



## Building Relationships - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

\*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

### Upon Completion of the Course:

1. Please submit all assignments in PDF format to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### Bibliography

Connell, Genia. "10 Ways to Build Relationships With Students This Year." *Scholastic*, 15 Sept. 2016, [www.scholastic.com/teachers/blog-posts/genia-connell/10-ways-build-relationships-students-year-1/](http://www.scholastic.com/teachers/blog-posts/genia-connell/10-ways-build-relationships-students-year-1/).

Edutopia, director. *The Power of Relationships in Schools*. YouTube, YouTube, 14 Jan. 2019, [www.youtube.com/watch?v=kzvm1m8zq5g](http://www.youtube.com/watch?v=kzvm1m8zq5g).

TED, director. *Every Kid Needs a Champion*. YouTube, YouTube, 3 May 2013, [www.youtube.com/watch?v=SFnMTHhKdkw](http://www.youtube.com/watch?v=SFnMTHhKdkw).

Watson, Angela. *Unshakeable: 20 Ways to Enjoy Teaching Every Day ... No Matter What*. Due Season Press and Educational Services, 2015.

### Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit

*coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.*

Thank You!

