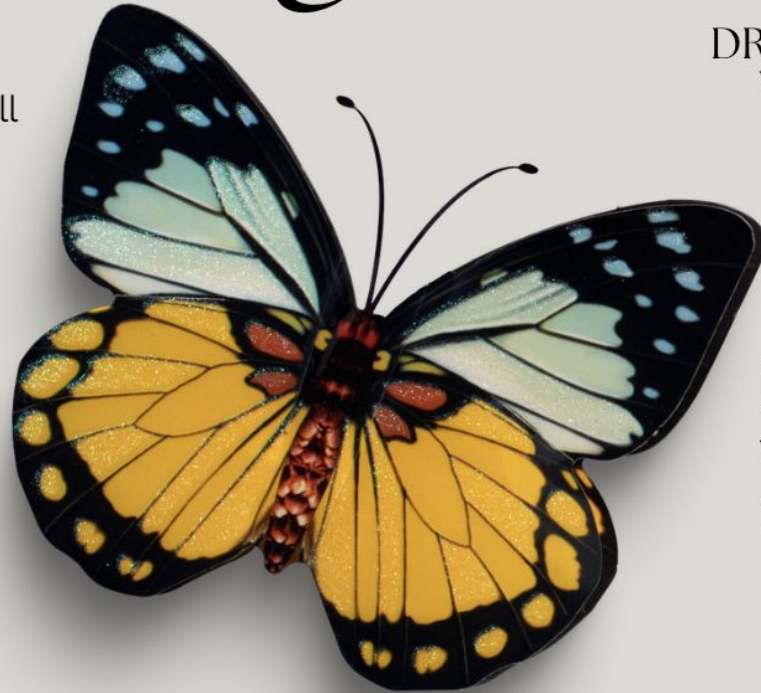


Attentional Teaching Practices

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WANLESS

HHD 1004, 5108 Posvar Hall
Fall 2024
Mondays, 6-8:30pm

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Building a future
where children
thrive.

Course Objectives

What do I want my classroom to feel like?



KNOW what makes a healthy classroom community.

UNDERSTAND how experiencing that kind of community in ATP impacted you and others.

What SEL skills do I want to teach?



DECIDE what SEL skills & practices are essential for people to live in our world and to contribute to making it a better one.

How do I teach those SEL skills?



Know where to find SEL programs & teaching resources.

CRITIQUE & ADAPT them, when needed, to match your SEL goals.

What's going on here?



Become a curious detective about emotions & behavior so you are better informed when you **RESPOND** to yourself and others.

Weekly Overview

Pro tip: Follow hyperlinks to go directly to each week's slides.

There will be something to read/listen to before every class. Go to the "What's Next?" slides to find those links.

Wk 1

(8/26): Getting to know ATP, each other, and how we plan to be together this term. There is nothing to do before class. Just bring yourself & your dreams for your classroom!
***Journal Entry #1**

Wk 2

(9/2): **No Class - Happy Labor Day!**

Wk 3

(9/9): Exploring SEL skills, practices, and working on developing your own.
***Journal Entry #2**

Wk 4

(9/16): **Asynchronous Class**
Becoming a detective about who we are & what we do.
ASSIGNMENT DUE BY 6PM: Critical Self-Reflection
***Journal Entry #3**

Wk 5

(9/23): Classroom community. What does it feel like, how do you build it, and how does it impact you and your students?
***Journal Entry #4**

Wk 6

(9/30): Exploring SEL programs and resources and practicing critiquing and adapting them.
***Journal Entry #5**

Wk 7

(10/7): Gun Play, "You Can't Come to My Birthday Party", & Other Common Moments in Early Childhood
***Journal Entry #6**

Wk 8

(10/14): **No Class - Happy Fall Break!**

Wk 9

(10/21): **In-Class Workshop** for creating your personal SEL curriculum
ASSIGNMENT DUE BY 6PM: Digging Deeper
***Journal Entry #7**

Wk 10

(10/28): Building trust across differences and despite past harms
***Journal Entry #8**

Wk 11

(11/4): **In-Class Workshop** for creating your personal SEL curriculum.
***Journal Entry #9**

Wk 12

(11/11): Dissecting challenging moments. Who, why, and what to do?
***Journal Entry #10**

Wk 13

(11/18): What's love got to do with teaching?
ASSIGNMENT DUE IN CLASS: Draft of Your Personal SEL Curriculum
***Journal Entry #11**

Wk 14

(11/25): **No Class - Happy Thanksgiving!**

Wk 15

(12/2): Cultivating joy, humor, & hope in yourself and your classroom.
***Journal Entry #12**

Wk 16

(12/9): Teaching each other about our Ah Ha's, appreciations, inspirations, and wonderings for our future careers.
ASSIGNMENT DUE IN CLASS: Final Version of Your Personal SEL Curriculum
***Journal Entry #13**

Assignments & Grading

Everyone has an opportunity to earn 100 points over 4 assignments. Points will translate into your letter grade. Note: Everything you need will be linked to in the slides. There is no need to purchase anything for ATP.



Attendance and meaningful participation is essential to getting the most out of this class! Your attendance and participation will be reflected in your journal grade below. If you have an extreme situation (illness, family emergency) that requires multiple absences, please come talk to Shannon.

Your Journal [60 points; 5 points per journal entry for up to 12 entries].

You will need to write **12 high-quality journal entries** in class. There are 13 class sessions available to write journal entries, so this means you can be absent for 1 class without any impact on your grade. Each journal entry is worth 5 points. "High-quality" means:



Thoughtfully and substantively responding to the entire prompt and any other in-class activities. Making links to the readings for that day, other course material, real-world examples, and past weeks' journal entries. Responding to questions Shannon asked in comments from past journal entries. Reflecting key takeaways from class sessions. Showing growth in understanding of key ideas over the term.

Your journal will be on paper and will be provided in class. If you want to keep writing after class, you are welcome to, but this is not expected. If you choose, you can write more on a different piece of paper at home and then email it (or a photo of it) to Shannon so she can print it and add it to your journal. It is not possible to make-up a week's journal entry if you were absent that week.

Critical Self-reflection [5 points; due before class on Week 4]. This assignment includes a short reading and some questions to respond to. It is designed to help you to begin being a curious detective about yourself and how your identities and experiences impact your teaching.

Digging Deeper [10 points; due before class on Week 9]. For this assignment, you will pick a topic we are learning about this term and push your thinking further. What questions do you still have? Find 3 trusted sources of information to help you answer your questions and write a 2-3 page analysis of what you have learned and how this will impact your teaching. More detailed instructions will be provided.

Your Personal SEL Curriculum [15 points for your draft due in class on Week 13; 10 more points for your revisions due before class on Week 16]. We will do many activities in class this term to help you build up to creating your own SEL Curriculum. This will be based on the SEL skills and practices you think are most important to teach, how you plan to teach them with existing activities or adapted/new ones that you create, and your instructions to yourself on how to use them. More detailed instructions will be provided.

A+	98-100
A	94-97
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	≤62

Course Policies

Submitting Assignments. All assignments should be submitted via Canvas, except your journal. Late assignments will be accepted when arrangements have been made with the instructor before the assignment is due.

Academic Integrity. Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy.

Plagiarism. Plagiarism (use of other authors' words without quotation marks and citation) of written material from any source, whether hard copy or web-based, will not be tolerated in this course. No excuses will be accepted for any plagiarism. The instructor reserves the right to upload your assignments to plagiarism-detection software. If you have any questions about what constitutes plagiarism, please ask the instructor and/or the Pitt Writing Center. When Plagiarism is detected, the instructor will alert the student and depending on the extent of the infraction, a plan will be made to ensure the student understands how to not plagiarize. In all cases, plagiarism is reported to the Dean's office.

Accommodations. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. Canvas is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided, it is possible for some material to inadvertently fall outside of these guidelines.

Housing and Food. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact your professor for support & reach out to the Pitt Pantry.

Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's private use.

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in a HHD class believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of SOE; & (5) if needed, filing a written statement of charges with the school-level academic integrity officer.