

Self Esteem For Educators

Syllabus

Course Purpose

Self-Esteem For Educators was the first program ever designed to assist teachers in integrating self-esteem principles and methods into curriculum content areas. The purpose of this course is for teachers to increase content area learning of students by first learning and applying a model for enhancing self-esteem and then integrating that model into the curriculum they are currently teaching. In this class, participants will learn specific techniques and skills for assessing and improving their own self-concepts, then collaboratively develop strategies and lesson plans to incorporate these concepts into their daily activities with students.

Course Objectives

1. Develop an operational definition of self-esteem.
2. Apply Maslow's theory of human need
3. Compare and contrast Maslow's theory and Branden's definition of self esteem
4. Compare and contrast intention and self-esteem
5. Assess individual strengths and weaknesses
6. Assess the impact of strengths and weaknesses on teaching and learning
7. Distinguish between cognition and emotion.
8. Create a lesson plan relating to self esteem.
9. Compare techniques for effective communication.
10. Evaluate the outcomes of practicing effective listening.
11. Evaluate the relationship between negative communication and self-esteem
12. Practice effective self-disclosure and analyze the results
13. Use self-disclosure to acknowledge and motivate students
14. Assess the role of nurturance in the enhancement of self-esteem
15. Hypothesize key sources of support and nurturance
16. Evaluate personal relationships
17. Assess the quality of relationship networks, personally and for students in the classroom
18. Create specific intentions for improving the quality of networks and relationships
19. Implement and judge strategies for maintaining self-esteem

20. Create strategies for maintaining student self-esteem.
21. Design and apply a new model for integrating self-esteem into instruction.

Curriculum Design

The course is 13 weeks long and consists of 10 modules. Modules 1 through 9 are each one-week long. Module 10 is three weeks long, allowing time for the completion of an assignment to design a unit of content area instruction incorporating principles of self-esteem. Note: The module lengths may change according to holidays and school breaks.

Course Evaluation

Assignment	Points
Talking Points	38
Reflection Assignments	46
Lesson Plan	9
Research Report	20
Integration Project	20
Compare/Contrast	8
Total Points	121

Grading Scale

113-121 A
103-112 B

Student Requirements

1. **Written Assignments:** Complete all Talking Point & Reflection assignments.
2. **Reading Assignments:** Students will complete all assigned readings; websites, research articles or best practices.
3. **Culminating Activity: Integration Project:** Students will design a unit of study in which they integrate specific principles and strategies for enhancing self-esteem into the unit design and content. This unit consists of five lesson

plans that integrate the principles learned in this course for enhancing self-esteem. Models and examples will be provided. This project will be due at the end of the course.

4. **Research Report:** Students will conduct a review of the professional literature on the relationship between self-esteem and student achievement locating research articles on the Web and in local libraries. Students will identify at least three major findings or themes from the research, and use these themes as criteria for assessing their own classroom, and then write a one to two page critical assessment of the strengths and weaknesses they find in their classroom relative to the criteria. Students will email this to the instructor.

