



# New York Center for Teacher Development, Inc.

*In affiliation with the **University Of Massachusetts Global** (Extended Education)*

## Course Syllabus

**Course:** EDZU 9104 **Executive Functioning For All Students**

**Credit Hours:** 3.0 credits / 45 hours

**Instructor:** Katherine Squires

### Course Description

Today's 21st century students have more on their plate than ever before. From video games, the internet, social media, smartphones, and a plethora of outside activities, students today need a different skill set from students in the past. To meet the needs of students today, teachers must employ a variety of strategies and techniques to ensure students are able to function inside and outside the classroom. Executive Functioning is an area of growing research that helps students not only be successful in the classroom, but also helps to prepare them for their future. This course will help all teachers learn the research behind executive functioning and learn how to easily integrate those strategies in their lesson.

### Course Goals

#### Teachers Enrolled in This Class Will...

##### **Know...**

- what executive functioning is.
- what executive dysfunctioning is.
- a variety of learning strategies that support students in today's 21st century world.

##### **Understand ...**

- the importance of understanding executive functioning skills.  
the teacher's role in supporting executive functioning.
- how executive functioning techniques can promote academic success for students.

##### **and To Be Able To ...**

- create lessons that incorporate executive functioning strategies.
- incorporate executive functioning strategies into their specific settings.
- effectively evaluate students in different ways.

## Course Outline

### **I. Introduction to Executive Functioning**

- A. Teachers will introduce themselves and explain the purpose for taking the course.
- B. Teachers will why behind Executive Functioning
- C. Teaching will assess their own Executive Functioning skills.
  - 1. Teachers will relate their Executive Functioning skills to their style of teaching.
- D. The “Big Umbrella” of Executive Functioning

### **II. Executive Functioning Is All Around Us**

- A. Teachers will examine the causes of Executive Functioning problems
  - 1. Examine research on Executive Functioning
    - a. Analyze age where Executive Functioning issues are most apparent
- B. Research and view case studies on Executive Functioning
- C. Teachers will view Executive Functioning outside the classroom, in daily life.
- D. Teachers will understand the link between ADD or ADHD and Executive Functioning.
- E. The Five Big Components of Executive Functioning
  - 1. Attention
  - 2. Planning
  - 3. Flexible Thinking
  - 4. Emotion Regulation
  - 5. Impulse Control

### **III. Executive Functioning In The Classroom**

- A. Teachers will understand the purpose for Executive Functioning skills and strategies
- B. Teachers will create a classroom resource designed to improve Executive Functioning
- C. Teachers will learn questioning strategies to support Executive Function development.
- D. Understand the value in Executive Functioning skill development. Define Executive Functioning Skills.
  - 1. Teacher created list of examples of Executive Functioning Strategies.
- E. Read and analyze research that shows the benefit of including Executive Functioning into classroom instruction and the benefit of doing so.
- F. Create a lesson that focuses on Executive Functioning

### **IV. Interactive Learning and Real-Life Strategies**

- A. Technology to assist with Executive Functioning.
- B. Using Technology to Support 10 Executive Functioning Skills
  - 1. Teacher created a technology-based lesson.
  - 2. Teacher based technology-based classroom resource.
  - 3. Hybrid teaching

- C. Organization and Time Management Techniques
  - 1. Teachers will understand the value of organization strategies in the classroom and at home.
    - a. Modeling of organization and time management strategies
- D. Task Completion
  - 1. Short Term vs. Long Term Task Completion
  - 2. Homework Completion and Organization

## **V. Executive Functioning**

- A. Offering multiple strategies in the 21st century world.
- B. Executive Functioning checklist
- C. Executive Functioning to aid in assessment.
- D. Providing valuable feedback that guides and informs students to improve Executive Functioning.

### **Methods of Instruction**

Teachers enrolled in this course will evaluate primary and secondary sources, media presentations and other resources to better understand the characteristics and skills needed to better understand executive functioning skills. Teachers will connect with each other throughout the course within forums and various other types of online feedback options built into each class. They will also communicate with other teachers around the state and country to share success stories and gain insights into executive functioning. Teachers will complete assignments that assess their understanding of the strategies to understand executive functioning.

### **Methods of Assessment**

Student's performance will be based on a variety of assessments. For an A grade, students must complete all assignments and forums in the course. Classroom assignments includes creating a survey, completing rubrics, analyzing rubrics, creating Do Now/ Bell Ringer activities, list of student motivators, higher level questions, creation of a formative assessment, chart of different assessment types, Tickets Out The Doors/ Exit Tickets, reaction pieces, creating homework assignments, classroom assessments and other assignments. For an A grade, students must complete an additional lesson plan and an additional formative assessment/classroom assignment.

For a B grade, students must complete all assignments and forums in the course. Classroom assignments includes creating a survey, completing rubrics, analyzing rubrics, creating Do Now/ Bell Ringer activities, list of student motivators, higher level questions, creation of a formative assessment, chart of different assessment types, Tickets Out The Doors/ Exit Tickets, scholarly journal reactions, instructor created worksheets, TIPS survey, list of formative assessments, reaction pieces, creating homework assignments, data collection form, classroom assessments and other assignments. For a B grade, students must complete a lesson plan.

*Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.*

### Time Validation

<b>Assignment</b>	<b>Time (in hours)</b>
Introduction - Gain introduction information and background on participants.	0.50
Intro Article on Executive Functioning and Reaction -Gain a baseline on Executive Functioning. Answer reaction questions.	1.00
Intro Video on Executive Functioning-Introduce what Executive Functioning in. Answer reaction questions.	0.50
ADD and Executive Functioning-Examine the relationship between ADD and Executive Functioning.	1.00
EF Other Causes-Besides ADD, what else can causes Executive Functioning. Examine many different reasons and theories.	1.00
Case Study of Students: A Student with EF-Participants will complete a case study about a student with Executive Functioning issues.	2.00
7 Skills of Executive Functioning-Participants will examine key Executive Functioning Skills.	1.50
Executive Functioning Quiz-Quiz about Executive Functioning.	1.00
Video Assignment on Executive Functioning-Complete relevant videos and answer questions.	1.00
Blog in Executive Functioning-Share and react to blogs about Executive Functioning.	1.00
Teen workbook- Slow Motion-Intro to Teen Executive Functioning Workbook and complete reaction	1.00
Executive Functioning Classroom Assignment-Complete an Executive Functioning classroom assignment to use in the classroom.	1.00
A Day in the Life of Elementary Student/Middle School Student-Examine a day in the life of a student with Executive Functioning disorder.	1.00
Executive Functioning Workbook-Examine the workbook and complete assignment.	1.00

Executive Functioning Assessment- Complete a ready to use assignment in the classroom.	1.50
Executive Functioning 7 Skills-Executive Functioning Assignment	1.00
Building Cognitive Ability-Examine how to build up cognitive ability skills.	0.50
Using Technology to Support 10 Executive Functioning Skills-Examine how to use technology can improve Executive Functioning skills.	1.00
Technology Resource Classroom Assignment-Create an assignment that uses technology to help Executive Functioning.	1.00
Supporting Executive Function Skills by Asking Questions-Examine the role of questioning in the classroom to support Executive Functioning.	1.00
Supporting Executive Function Skills by Asking Questions Lesson Plan-Create a lesson plan.	2.50
15 Strategies Every Teacher Can Use -Research Executive Functioning strategies.	1.00
Chart of Strategies Teachers Can Use-Create a useful chart for teachers.	2.00
Task Initiation: Strategies-Select on strategy and dive deeper into the application.	2.00
Executive Functioning Games-Create an Executive Functioning friendly game to be used in the classroom.	2.00
EF Skill- Select one and create a classroom do now or closure	1.00
Create a poster EF Skills/Strategies-Create a classroom poster	1.50
Model EF Checklists-Examine Executive Functioning checklists	0.50
Create Your Own EF Checklist-Create your own Executive Functioning checklist for students	1.00
Discussion/Reaction 1-Introduction	0.50
Discussion/Reaction 2-Skills	0.50
Discussion/Reaction 3-Technology	0.50
Discussion/Reaction 4-Overall	0.50
PPT/Slideshow About Exec Functioning- Complete a presentation about Executive Functioning and share with fellow colleagues.	3.00

Ted Talk: Select Two: Watch and Summarize the Ted Talk on Executive Functioning	2.00
Classroom Technology Resource- Using technology resources to improve Executive Functioning for all students.	1.00
Final Essay/Closure-Executive Functioning closure essay.	3.00
<b>Total Time</b>	<b>45.00</b>