



## Belonging Through Books: Introduction *Syllabus*

**Contact Hours:** 1

**Prerequisites:** Must have a Google account and basic skills for using Google Docs.

**Learning Objective:** Learners will be introduced to Belonging Through Books funded by Ohio Department of Education's RemoteEDx Grant.

WOSU Classroom and Harper's Corner have partnered with selected school district's elementary libraries to expand literature selections focusing on diversity and inclusion.

Learn how this partnership supports blended, remote and hybrid learning to increase access to library books and resources with staff, families, and community.

### **Course Structure:**

This Course consists of three Quick Mini lessons.

1. Watch - Watch the videos to learn about the skills you will need to complete the project assigned in the lesson.
2. Help Resources & Links- Materials and websites related to the content covered in the lesson videos.
3. Learn by Doing - Use the included checklist to complete your project for each lesson.
4. Check for Understanding - short check-in activity for each lesson which is required for course credit and to advance to the next lesson.

**Final Assignment/Demonstration of Learning:** Learners will answer a questionnaire on how growing stronger relationships can begin by welcoming students into the school community through children's literature.



Copy your [Connect and Share Insights Google Doc](#) file link onto the assignment template: [Teacher Campus Assignment Template](#)  
For more information, watch the video in the final lesson.

### ***Skills Checklist***

- ☐ Become aware of Belonging Through Books Grant Aims, Resources, and Professional Development
- ☐ Discover new children literature titles to promote diversity and inclusion

### **Lessons:**

Promoting Mirrors, Windows, and Sliding Doors  
Read Alouds  
Professional Learning Map  
Final Assignment: Connect and Share Your Insights

### **Resources:**

Presentation Links:

[Introduction: Promoting Mirrors, Windows and Sliding Doors](#)  
[Read Alouds](#)  
[Professional Learning Map](#)  
Final Assignment: [Connect and Share](#)

Mirrors, Windows, and Sliding Doors, pdf.: [Explainer](#)

Videos:

Charles Waters' Read Aloud: [Words for a Better World](#)  
Christian Robinson's Read Aloud: [You Matter](#)

Websites:

[WOSU Classroom](#)  
Teacher Campus: [Belonging Through Books Speaker Series](#)  
[Cover to Cover: Books for Young Readers](#)

Templates:

Sample Book Guide: [A Big Bed for Little Snow](#)  
Sample Template: [Choice Board](#)

### **Standards:**

Ohio Educator Standards



- 1 Teachers understand student learning and development and respect the diversity of the students they teach
- 4 Teachers plan and deliver effective instruction that advances the learning of each individual student.
- 5 Teachers create learning environments that promote high levels of learning and achievement for all students

## Ohio Professional Learning Standards

### **Standard 5: Learning Designs**

#### 5.2 Select learning designs.

5.2.1 Acquire, share and apply knowledge of learning designs, including technology-based designs, when considering multiple factors to select effective designs for professional learning.

5.2.2 Develop and share knowledge about technology-enhanced learning designs.

#### 5.3 Implement effective learning designs.

5.3 Promote Active engagement.

5.3.1 Ensure that learning is relevant to educators' day-to-day work and supported in practice.

5.3.2 Implement engagement strategies to maximize learning.

### **Standard 6: Implementation**

#### 6.1 Apply change research.

6.1.1 Build knowledge of research on change.

6.1.2 Apply research on change to plan and lead the implementation of professional learning.

#### 6.2 Sustain implementation.

6.2.1 Differentiate support for implementation of professional learning.

6.2.2 Continue support to reach high-fidelity implementation of professional learning.

### **Standard 7: Outcomes**

#### 7.2 Address learning outcomes

7.2.3 Offer and support professional learning that extends educators' knowledge of content, content-specific pedagogy, how students learn and management of classroom environments

## ISTE Student Standards.

### **1.6. Creative Communicator**

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.

1.6.c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

1.6.d. publish or present content that customizes the message and medium for their intended audiences.





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