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TLSC 404: Developing Constructive Learning Environments
Summer B: Exploring Schools as Learning Environments and Communities
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
M.Ed. Summer 2016

Instructor Information

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Module Information

Dates: 7/5/16 to 7/22/16

Days: Monday-Friday

Times: 9:00am-11:30am

Campus Location: Lake Shore Campus (LSC), Mundelein 303

School Site Location: Onward Neighborhood House, 5413 W. Diversey Ave, Chicago, IL 60639

Module Description

This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments. Candidates will complete a classroom management self-assessment and develop a related action plan for enhancing a constructive classroom environment. In addition, the module is designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan interventions to support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. In this way, teacher candidates explicitly focus on the multifaceted nature of students' abilities, strengths, and needs by collecting multiple forms of data and then making suggestions for intervention planning to account for students' unique backgrounds, experiences, and needs. Through the use of case study research to conduct individualized assessments with one student, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a student with special needs.

Module Goals

Module Essential Questions:

- What are the various ways students develop and achieve in classrooms?
- What are the characteristics of an effective school and classroom environments?
- How do teachers facilitate student learning related to social skills and social emotional needs?

- How can teachers use school-wide, classroom and individual student data to design effective learning environments?
- How does individualized assessment and intervention impact student engagement, motivation, self-concept, and other affective factors of learning?

Teacher candidate knowledge and skills assessed in this module:

- EU7K7 - Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence. (3H)
- EU8K1: Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. (5F)
- EU9K1 - Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self-efficacy). (4A, 4E) (IB)
- EU9K2 - Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (4H)
- EU9K3: Synthesize critical theories related to healthy classroom environments that address issues such as social and emotional competence, behavioral success, cultural identity, linguistic diversity, self advocacy, and disability awareness. (2A, 2B, 2C, 2E, 4A)
- EU9K4: Describe effective strategies for creating healthy learning environments based on tiers or a continuum of support. (4A, 4E, 4G)
- EU7S7 - Recognize the nature of shared expectations and responsibilities and the connection to teaching practices, student engagement, the professional language among educators, and student academic, cognitive, language, social outcomes and inclusion. (3H)
- EU9S1* - Design classroom procedures, routines, dialog, and processes that increase student's social and emotional, behavioral, and mental health by creating safe, caring, well managed, participatory and healthy learning environments; and acknowledging students' positive behaviors. (3H, 4I, 4J, 4K, 4M, 4N, 4O, 4P) (IB)
- EU9S3* - Design classroom structures that promote safe and healthy social, emotional, academic, and behavioral learning environments that facilitate student participation, reduce obstructions to learning, and reflect the diversity of their students. (1K, 3M, 4M, 4P, 5I, 5M, 5R)
- EU9S4: Demonstrate a continuum of responses to problem behavior and unhealthy social and emotional skill deficits through privacy of interactions, redirecting students to the appropriate responses, demonstrating dignity for self and others (e.g., using calm voice, non-aggressive body language), providing a rationale regarding why the behavior was inappropriate, re-teaching appropriate responses, encouraging students to problem solve rather than blame others, and delivering consequences for inappropriate behavior in a non-personal and professional manner. (4O)
- EU9S5: Demonstrate a continuum of responses to problem behavior and other issues that reflect best practices and legal guidelines (e.g., special needs, bullying, crisis intervention, initial responses to crisis, reporting abuse). (4F, 4O, 9B, 9C, 9R)
- EU9S6 - Evaluate personal instructional style (including the use of technology) and collaboration with others to determine if it creates instructional opportunities that promote learning and socially and emotionally health interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)

Dispositions Assessment

Each course in the School of Education focuses on one or more professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth in the areas

of **professionalism, fairness and/or the belief that all students can learn**. The specific dispositions for this module are listed below and the descriptions for the expected behaviors for the dispositions can be found on the rubric posted in LiveText.

- D8: demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)
- D11: implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
- D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

IDEA Course Evaluation Objectives

Teachers and teacher candidates will:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course
- Developing ethical reasoning and/or ethical decision making

Please follow the link to the IDEA Campus Labs website: <http://luc.edu/idea/> and find **Student IDEA Log In** to complete your course evaluations.

Grading Policy

The final grade is based upon the completion of course requirements, as weighted below and following this scale:

		B+	87 - 89	C+	77 - 79	D	61 - 69
A	93 - 100	B	83 - 86	C	73 - 76	F	60 or below
A-	90 - 92	B-	80 - 82	C-	70 - 72		

Professionalism

Participation and Attendance:

It is expected that teacher candidates demonstrate high levels of professionalism and responsibility in all aspects of their work in this module. In order to complete all assessments and requirements in a satisfactory manner, candidates must be present for all sessions, while in the PK – 12 classrooms and module instructional sessions on campus. In the event of approved or excused absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective schools. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions.

Attendance and Late Work:

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time - by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- All written work should be handed in on the due date. Exceptions to this policy are rare and are for extreme cases supported by documentation (e.g., doctor's note). Late work will be assessed penalties according to the following scale: 1 day late = 10% deduction; 2 days late = 20% deduction; 3 days late = 30% deduction; 4 days late = 40% deduction; 5 days late = 50% deduction. Assignments more than 5 days late will not be accepted.

Module Assignments (Descriptions and Rubrics are Posted on Sakai)

- Participation (15%)
- Blog Reflections (15%)
- Action Plan for an Effective Learning Environment (25%)
- PBS Case Study (35%)
- Summer B Summative Assessment (10%)

Required Texts and Materials

- Charney, R.S. (2002). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8*. Turner Falls, MA: Northeast Foundation for Children. ISBN: 978-1-892989-08-6
- Additional required readings are available on Sakai.
- All candidates must have access to LiveText to complete the benchmark assessments for this module. Use the following link for more information about [LiveText](#).

School of Education Policies and Information

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. The School of Education's Conceptual Framework is *Social Action through Education* (www.luc.edu/education/mission). We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of our conceptual framework, this module focuses on creating constructive, effective, and supportive learning environments while recognizing the strengths and individual needs of diverse learners.

Diversity

The diversity of students, parents, families, homes, and communities is central to this module, and candidates will have the opportunity to explore cultural, linguistic, ability and many other forms of difference. In this way, candidates will: (a) push "beyond the label" to explore the resources and funds of knowledge present within the school, (b) analyze how the school aligns and incorporates those resources into educational practice, and (c) make suggestions for ways to improve school-based practice with diversity in culture, language, and ability.

Technology

Candidates will be expected to demonstrate evidence of professional technology skills through the appropriate use of a variety of instructional software, digital media and internet-based professional materials and resources.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

University Policies and Information

The following information can be found at www.luc.edu/education/syllabus-addendum/

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education's Policy on Academic Integrity can be found at:

www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to:

www.luc.edu/education/resources/academic-policies/

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: www.luc.edu/sswd/

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Tentative Module Schedule for Section 002

**Supplemental readings may be added at Instructor's discretion*

Week 1

Day	Topic and Assigned Reading	Classroom Tasks
7/5	<u>History of Special Education & MTSS Overview</u> Florida MTSS Example	On-campus
7/6	<u>SWPBIS</u> Sugai, Horner, Dunlap, Heineman, et al. (2000) p. 131-136	ONH: Introductions; informal observation of school environment; participate in classroom activities In-class: ONH Handbook & SWPBIS examples
7/7	<u>SWSEL</u> Charney Ch. 10, 11, 12 CASEL website (www.casel.org)	ONH: Participate in classroom activities In-class: Review of SEL Standards, Second Step, & Restorative Practices DUE: School-wide Blog Response due in Sakai by 10:00pm
7/8	<u>CWPBIS</u> Simonsen, Fairbanks, Breisch, Myers, et al. (2010)	ONH: Observations using CWPBIS Tool; participate in classroom activities In-class: Debrief re: CWPBIS practices, formulate questions for teachers

Week 2

Day	Topic and Assigned Reading	Classroom Tasks
7/11	<u>CWSEL</u> Norris (2003) Charney Ch 3, 4, 6	ONH: Continue CWPBIS observations; begin observations using CWSEL Tool; participate in classroom activities *** <i>Sea Turtles & Panthers start in classroom @ 9:00am</i> In-class: Debrief re: CWSEL practices, formulate questions for teachers
7/12	<u>School-to-Prison Pipeline & Disproportionality</u> CRDC School Snapshot	ONH: Continue CWSEL observations; informal follow-up interviews with teachers In-class: FBA process

	<u>What do when Primary Prevention is not enough?</u> Charney Ch 15 Sugai et al., (2000) p. 136-147	DUE: Class-wide Blog Response due in Sakai by 10:00pm
7/13	<u>Functional Behavioral Assessment & the Problem-Solving Process: Behavioral Principles</u> Alberto & Troutman (2007) Ch 1	ONH: Informal observation of focal student; participate in classroom activities In-class: Focal student records review; behavioral principles activity
7/14	<u>Problem-Solving Process: Problem Identification (PI) & Problem Analysis (PA)</u> PTR p. 41-49; Appendix 4.1	ONH: Interview teacher about focal student; participate in classroom activities In-class: Operational definitions check; data collection method for focal student; behavioral principles activity DUE: Action Plan due in LiveText by 10:00pm
7/15	<u>PA cont.</u>	ONH: Data collection on focal student; participate in classroom activities In-class: Testable hypotheses development; data analysis

Week 3

Day	Topic and Assigned Reading	Classroom Tasks
7/18	<u>Plan Development (PD)</u> O'Neill, Horner, Albin, Storey, et al., (1997) Ch 3 PTR p. 63-95	ONH: Data collection on focal student; informal student interview In-class: Competing Pathways Model
7/19	<u>PD cont.: Prevention & Teaching</u> Chandler & Dahlquist (2015) Ch 5	ONH: Participate in classroom activities In-class: Strategy development
7/20	<u>PD cont.: Responding to Behavior</u> Chandler & Dahlquist (2015) Ch 6 (positive reinforcement) OR Ch 7 (negative reinforcement)	ONH: Participate in classroom activities; collaborate with teachers for plan development In-class: Strategy development

7/21	<u>Research on Function-Based Behavior Support Plans</u> Choose relevant articles from posted reading list	ONH: Participate in classroom activities; collaborate with teachers for plan development In-class: Workshop FBA drafts
7/22	<u>Plan Implementation & Evaluation</u> PTR p. 95-100	ONH: Participate in classroom activities; share out one-pager with teachers DUE: PBS Case Study in LiveText @ 10:00 pm