



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 404: Developing Constructive Learning Environments for Diverse Students

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Summer A 2017

Instructor Information

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Module Information

Dates: 6/12/17 – 6/30/17

Days: Monday – Friday

Times: 9:00 AM – 11:30 AM

On-Campus Location: Mundelein Center, Room 617

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

Sequence Description

This module deepens teacher candidate's 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 design 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 student's 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, 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 classrooms?
- What are the characteristics of an effective school and classroom environment?
- How do teachers facilitate student learning related to social skills and social emotional needs?
- How can teachers use schoolwide, classroom individual student data to design effective learning environments?
- How can 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 in student academic achievement, inclusion, and excellence. (3H)
- EU8K1: Recognize the role choice, motivation, and scaffolding 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 demonstrated high levels of self-efficacy). (4A, 4E) (IB)
- EU9K2: Identify significant outcomes (e.g. graduation rates, post-secondary attainment) for students and healthy learning environments. (4H)
- EU9K3: Synthesize critical theories related to healthy classroom environment 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 of two teaching practices, student engagement, and professional language among educators, and student academic, cognitive, language, social outcomes and inclusion. (3H)
- EU9S1*: Design classroom procedures, routines, dialogue, and processes that increase student social and emotional, behavioral, and mental health by creating safe, caring, well-managed, participatory and healthy learning environment; and acknowledging student's 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 facilitates 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, nonaggressive 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 and non-personal and professional manner. (4O)
- EU 9S5: Demonstrated 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 those processes). (4F, 4O, 9B, 9C, 9R)
- EU9S6: Evaluate personal instructional style (including the use of technology) in collaboration with others to determine if it creates instructional opportunities that promote learning and socially and emotionally healthy interactions. (4K, 4N, 5K, 8J, 8r, 9G, 9K)

Dispositions Assessment

All students in the School of Education are assessed on one or more dispositional areas of growth related to ***Professionalism, Inquiry, and Social Justice***. Disposition data are reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. The specific disposition or dispositions for this course are listed below and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

D6: collecting and analyzing community, school, family, and student data to guide educational decision making

D8: demonstrating how one's beliefs about diverse learner's 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:

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	59 or below

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. Below is the rubric and guidelines for participation. It can also be found in Sakai.

CLASS PARTICIPATION RUBRIC AND GUIDE			
	TARGET 3 Points	ACCEPTABLE 2-1 Points	NOT ACCEPTABLE 0 Points
Peer Interaction	Actively supports, engages, and listens to peers (ongoing)	Makes sincere effort to interact with peers (ongoing)	Limited or no interaction with peers.
Preparation	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared	Preparation is inconsistent or rarely prepared
Participation	Plays an active role in discussions	Participates constructively in discussions	Comments vague, if given; frequently demonstrates lack of interest
Contribution to Class	Comments advance level and depth of dialogue	Relevant comments are based on assigned materials	Demonstrates a noticeable lack of interest on occasion
Group Dynamics	Group dynamic and level of discussion are often better because of candidate's presence	Group dynamic and level of discussion are occasionally better, but not worse, because of candidate's presence	Group dynamic and level of discussion are often disrupted by candidate's presence

Attendance and Late Work

Arrive promptly and maintain excellence 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 for scheduled absence. Inform your professor and classroom teachers ahead of time (by phone messages 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 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 for extreme cases supported by documentation (e.g., doctor's note). Late work will be assessed penalties according to the following scale: 1 day = 10% deduction; 2 days late = 20% deduction; 3 days late = 30% deduction; 4 days late = 40% deduction any; five days late = 50% deduction. Assignments more than five days we will not be accepted.

Module Assignments (Descriptions and Rubrics Posted in Sakai)

- Participation (15%)
- Blog Reflection (10%)
- Action Plan for an Effective Learning Environment (30%)
- PBS Case Study (35%)
- Summer A 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 available on Sakai

School of Education Policies and Information

Conceptual Framework Standards

Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago, School of Education's Conceptual Framework (<http://www.luc.edu/education/mission/>) emphasizes action and impact through education. The standards align with this course, however, they will not be assessed directly.

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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

Teacher candidates are 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. All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here:

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

University Policies and Information

Academic Honesty: www.luc.edu/education/syllabus-addendum/

Accessibility: www.luc.edu/education/syllabus-addendum/

Conceptual Framework: www.luc.edu/education/syllabus-addendum/

EthicsLine Reporting Hotline: www.luc.edu/education/syllabus-addendum/

Electronic Communication Policies and Guidelines: www.luc.edu/education/syllabus-addendum/