



# 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 B 2020

### **Instructor Information**

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### **Module Information**

Dates: 6/29/20 to 8/7/20

Asynchronous remote learning & online Zoom classroom meetings.

Zoom meeting dates/times:

6/29 – 9am

7/17 – 9am

8/7 – 9am

### **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.

### **School of Education Policies and Information** **Syllabus Addendum**

#### **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.

#### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course

evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left-hand side of the page.

### Technology/Livertext

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

### Syllabus Addendum Link

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

## Module Policies

### 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 online sessions. 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.

<b>CLASS PARTICIPATION RUBRIC AND GUIDE</b>			
	<b>TARGET 3 Points</b>	<b>ACCEPTABLE 2-1 Points</b>	<b>NOT ACCEPTABLE 0 Points</b>
<b>Peer Interaction</b>	Actively supports, engages, and listens to peers (ongoing)	Makes sincere effort to interact with peers (ongoing)	Limited or no interaction with peers.

<b>Preparation</b>	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared	Preparation is inconsistent or rarely prepared
<b>Participation</b>	Plays an active role in discussions	Participates constructively in discussions	Comments vague, if given; frequently demonstrates lack of interest
<b>Contribution to Class</b>	Comments advance level and depth of dialogue	Relevant comments are based on assigned materials	Demonstrates a noticeable lack of interest on occasion
<b>Group Dynamics</b>	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's online sessions 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 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 turned 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 B Summative Assessment (10%)

### **Required Texts and Materials**

- Chandler, L. K., & Dahlquist, C. M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Additional required readings available on Sakai

Module Schedule for TLSC 404

*\*Supplemental readings and classroom videos may be added at instructor's discretion*

**Week 1**

<b>Week of</b>	<b>Topic and Assigned Reading</b>	<b>Tasks</b>
6/29 through 7/3	<p align="center"><b><u>Topic:</u></b> <u>History of Special Education &amp; Functional Behavior Analysis Overview</u></p> <p align="center"><b><u>Read:</u></b></p> <ol style="list-style-type: none"> <li>1. The History of Special Education in the United States</li> <li>2. Understanding the Disabilities Education Act</li> <li>3. Chandler &amp; Dahlquist (2015) Chapter 1 &amp; 2</li> </ol>	<p align="center"><b>In “Virtual” Class:</b></p> <p align="center"><b>Zoom meeting 6/29 – 9am</b></p>
	<p align="center"><b><u>Topic:</u></b> <u>School-Wide Positive Behavior Support</u></p> <p align="center"><b><u>Read:</u></b></p> <ol style="list-style-type: none"> <li>1. Sugai, Horner, Dunlap, Heineman, et al. (2000) p. 131-136 *Stop reading when you get to <i>Behavior Support Planning based on FBA*</i></li> <li>2. Scheuermann &amp; Hall (2008) Ch. 12</li> </ol>	<p align="center"><b>Turn in online by 7/3:</b></p> <p align="center"><b>Reflections on readings via SAKAI</b></p>

**Week 2**

<b>Week of</b>	<b>Topic and Assigned Reading</b>	<b>Tasks</b>
7/6 through 7/10	<p align="center"><b><u>Topic:</u></b> <u>School-Wide Social Emotional Learning Review of SEL Standards &amp; Restorative Practices</u></p> <p align="center"><b><u>Read:</u></b></p> <ol style="list-style-type: none"> <li>1. CASEL Website (www.casel.org) Click: What is SEL&gt; Competencies- Read through the competencies</li> <li>2. Norris, (2003) Looking at Classroom Management through a Social/Emotional Lens</li> </ol>	<p align="center"><b>Reflections on readings via SAKAI</b></p>
	<p align="center"><b><u>Topic:</u></b> <u>Classroom-Wide Social Emotional Learning &amp; Interviewing Teachers</u></p> <p align="center"><b><u>Read:</u></b></p> <ol style="list-style-type: none"> <li>1. Simonsen, Fairbanks, Breisch, Myers, et al. (2008)</li> <li>2. Hershfeldt et al., (2009)</li> <li>3. Review Teacher interview tool &amp; revise for use</li> </ol>	<p align="center"><b>Turn in online by 7/10:</b></p> <p align="center"><b>Reflections on readings via SAKAI</b></p>

### Week 3

Days	Topic and Assigned Reading	Tasks
7/13 through 7/17	<p><b><u>Topic:</u></b>  <u>What to do when Primary Prevention is not enough?</u>  <u>Functional Behavioral Assessment &amp; Problem-Solving</u>  <u>Process: Behavioral Principles</u></p> <p><b><u>Read:</u></b>            1. Scheuermann &amp; Hall pgs. 43-45            2. Alberto and Troutman (Ch. 1)</p>	<p><b>Reflections on readings via SAKAI</b></p> <p>Informal Observations of Focal Student – via online videos</p>
	<p><b><u>Topic:</u></b>  <u>Problem Solving Process: Problem Identification (PI) &amp;</u>  <u>Problem Analysis (PA)</u>  <u>Operational Definition</u></p> <p><b><u>Read:</u></b>            1. Umbreit et al. (2007) Ch. 4            2. Chandler &amp; Dahlquist (2015) Ch. 3</p>	<p><b>Zoom meeting 7/17 – 9am</b></p> <p><b>Reflections on readings via SAKAI due 7/17</b></p> <p>Operational definitions check; data collection method for focal student</p>

### Week 4

Days	Topic and Assigned Reading	Tasks
7/20 through 7/24	<p><b><u>Topic:</u></b>  <u>ABC Data Collection</u></p> <p><b><u>Read:</u></b>            1. 1.PTR p. 41-49;            2. PTR Appendix 4.1</p>	<p><b>Reflections on readings via SAKAI</b></p> <p>Data collection on focal student Testable Hypothesis &amp; data analysis</p>
	<p><b><u>Topic:</u></b>  <u>Review</u></p> <p><b><u>Read:</u></b>            Chandler &amp; Dahlquist (2015) Ch. 4</p>	<p><b>Reflections on readings via SAKAI due 7/24</b></p> <p>Data collection on focal student</p> <p><b>DUE: Action Plan 7/26 on LiveText by 11:59 pm</b></p>

## Week 5

Days	Topic and Assigned Reading	Tasks
7/27 through 7/31	<p><b><u>Topic:</u></b>  <u>Problem Solving Process: Problem Identification (PI) &amp; Problem Analysis</u></p> <p style="text-align: center;"><u>Plan Development (PD)</u></p> <p><b><u>Read:</u></b>            1. Sugai et al., (2000) p. 136-147            2. O’Neill, Horner, Albin, Storey, et al., (1997) Ch. 3</p>	<p><b>Reflections on readings via SAKAI</b></p> <p>Strategy Development</p> <p>FBA drafts</p>
	<p><b><u>Topic:</u></b>  <u>PD Continued: Preventing Behavior</u></p> <p><b><u>Read:</u></b>            1. PTR 63-95            2. PTR 95-100            3. Chandler &amp; Dahlquist (2015) Ch. 5</p>	<p><b>Reflections on readings via SAKAI due 7/31</b></p> <p>Strategy Development</p> <p>FBA drafts</p>

## Week 6

Days	Topic and Assigned Reading	Tasks
8/3 through 8/7	<p><b><u>Topic:</u></b>  <u>PD Continued: Responding to Behavior</u></p> <p><b><u>Read:</u></b>            Chandler &amp; Dahlquist (2015) **Choose chapter that is applicable            Ch. 6 (Positive Reinforcement)            OR            Ch. 7 (Negative Reinforcement)</p>	<p><b>Reflections on readings via SAKAI</b></p> <p>Strategy Development</p> <p>FBA drafts</p>
	<p><b><u>Topic:</u></b>  <u>Research on Function-Based Behavior Support Plans Plan Implementation &amp; Evaluation</u></p> <p><b><u>Read:</u></b>            1. Alberto &amp; Troutman Ch. 7            2. Chandler &amp; Dahlquist Ch 7 or Ch 8 **Choose chapter that is applicable</p>	<p><b>Zoom meeting 8/7 – 9am</b></p> <p><b>Reflections on readings via SAKAI due 7/31</b></p> <p><b>DUE : PBS Case Study in Live Text @ 11:59 PM</b></p>



### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

-The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

### **Syllabus Statement**

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

### **Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.