

Course Title: STL 443/543: Learning Environment

Catalog Description: In this course, students will be instructed on the impact the physical, social, communicative, academic, and behavioral needs of the classroom community. **Concurrent enrollment in 1 credit practicum is required.**

Course Description Expanded:

In this course, students will be taught that the learning environment and instruction are symbiotic in nature. Classroom diversity and exceptionality will be explored from the belief that each is to be embraced, anticipated and planned for using a framework that is positive, proactive and student centered. Students will investigate the learning community as a place of respect, of high expectations for participation, of intrinsic motivation, and of responsibility and independence in learning. Best practices to be delved into will include motivation for students, the encouragement of respectful and productive communication, and methods on how to teach students to navigate successfully through complex social settings. Students will investigate the relationship between achievement and learning environment as related to classroom environment and community, and examine the classroom environment as a factor in classroom behavior. Candidates will look carefully at the role of the teacher in analyzing the environment for strengths and needs to become a reflective practitioner and develop an understanding of how their own actions and bias influence the learning environment.

Text:

Classroom Management for All Teachers; Plans for Evidence-Based Practice (2008) by Ennio Cipani

Inclusive Teaching; The Journey towards Effective Schools for all Learners (2010) by J. Michael Peterson and Mishael M. Hittie (chapters 8 and 9 on e-reserve)

The First Days of School; How to be an Effective Teacher (2009) by Harry Wong and Rosemary Wong

Including Students with Special Needs; A practical guide for Classroom Teachers 2nd Ed. (1999) by Marilyn Friend & William D. Bursuck (chapter 13)

Positive Behavior Supports, Video Collection; www.pbis.org

Select Reading from [Reference List](#), e-reserve notation.

Course Standards:

Subpart 4. **Standard 3 Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

3Q. Develop a learning community in which individual differences are respected.

Subpart 6. **Standard 5, learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

5A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

5C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

5D. know how to help people work productively and cooperatively with each other in complex social settings;

5E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;

5F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;

5G. understand how participation supports commitment;

5H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

5I. establish peer relationships to promote learning;

5L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;

5M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;

5N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

5O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

5P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

5Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

5R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

6G. foster sensitive communication by and among all students in the class;

Subpart 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

9C. understand the influences of the teacher's behavior on student growth and learning;

Course Objectives

The candidate will understand how various technologies influences and contributes to a positive learning environment.

The candidates will design instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

The candidate will develop a model of a learning community in which individual differences are respected.

The candidate will develop an understanding of individual and group learning, motivation, and behavior according to a review of foundational theorists and their influence and contributions to education.

The candidate will explore strategies towards active engagement in learning and self-motivation.

The candidate will demonstrate an understanding of how to create learning environments, which are person centered where students work productively and cooperatively.

The candidate will demonstrate an understanding of the principles of effective classroom management emphasizing proactive vs. reactive decision-making.

The candidate will demonstrate knowledge of know factors and situations that are likely to promote or diminish intrinsic motivation.

The candidate will demonstrate skills in establishing peer relationships to promote learning in the classroom.

The candidate will demonstrate understanding of strategies to maximize the amount of class time spent in learning.

The candidate will demonstrate knowledge of effective verbal, nonverbal, and media communication.

The candidate will understand the influences of the teacher's behavior on student growth and learning

Tentative Schedule

Topics	Course Assessments	Standards Addressed
<p>BEHAVIORAL THEORISTS</p> <p>Contributions to the field</p> <p>Models from past to present</p>	<p>Theorist Research Project</p>	<p>5 E, F, I, L, M</p>
<p>STUDENT CENTERED LEARNING ENVIRONMENT</p> <p>Components</p> <p>Initial Classroom Preparation Considerations</p> <p>Student decision making</p> <p>Teacher Attitude</p> <p>Diversity in the Classroom</p>	<p>Video or Case Study Response</p>	<p>5 G, M, Q</p>
<p>POSITIVE SYSTEM ENVIRONMENTS</p> <p>Components</p> <p>What happens when systems work together to help kids; common language, common expectations</p> <p>Positive behavior within a tiered support model</p>	<p>Video Response</p> <p>Research presented by graduate candidates upon completion of their SET evaluation projects.</p> <p>Joint Class Discussion on presentation outcomes.</p>	<p>3 Q; 5: D, F, H, P; 9C</p>

<p>GROUP LEARNING, MOTIVATION, AND BEHAVIOR</p> <p>Proactive Classroom Management</p> <p>Learning and motivation in groups; theory and why it matters in practice</p> <p>Path of least resistance building Intrinsic motivation, self motivation</p> <p>Interpersonal relationships</p> <p>Building skills with Instruction Zone in mind</p> <p>The link between engagement and student achievement</p> <p>Promoting active engagement from all your students</p> <p>Function of behavior</p>	<p>Resource Document on Special Topics</p> <p>Case examples and discussion of the following topics:</p> <p>Skill building in the Instructional zone</p> <p>Active engagement & academic achievement link</p> <p>Function of behavior</p>	<p>5 E, I, O, P, R; 6G</p>
<p>PEER RELATIONSHIP</p> <p>Peers supporting and learning from each other,</p> <p>Cooperative Learning, Collaborative work</p> <p>Peer Conflict and Bullying revisited</p>	<p>Community Building Strategies</p>	<p>5 E, I, P, R; 6G</p>
<p>USING TECHNOLOGY IN THE LEARNING ENVIRONMENT</p> <p>Instructional and Adaptive</p>	<p>Classroom Community</p>	<p>5 A, C, D, F, H, N, Q</p>

Graduate Assignment: System Wide Look at Positive Behavior Supports

Graduate level candidates will complete a School-wide Evaluation Tool (SET) Assessment of a district. This SET evaluation is based on the research set forth by the standard for use of positive supports to be used to guide childrens' social and emotional development. After completion of each component within SET, graduate candidates will analyze their findings in comparison to recommended best practice, and develop a proposal to present to the district for a sustainable move to a SWPBS model.

All materials for this project can be found at

http://pbis.org/evaluation/evaluation_tools.aspx

3 Q; 5: D, F, H, P; 9C

Course Projects:

Theorist Research Project

Small groups of candidates will be assigned a theorist to investigate. Each group will prepare and present a 15-minute presentation, format of their choice, on their theorist. Each group will be required to prepare handouts for classroom peers on their theorist.

5 E, F, I, L, M

Resource Document on Special Topics

Candidates will select two different topics from a course menu and will develop a document, which describes the rationale with citation for each. Topics may include: strategies to promote intrinsic motivation, interpersonal relationships, collaborative work, self motivation, student decision making, classroom technology, active engagement, and achievement. 5 E, I, O, P, R; 6G

Video Response

Candidates will view The Ron Clark Story video. Students will write a reflective paper describing classroom management techniques and interventions observed in the video. Reflection must include reference to personal pedagogy. Paper must reflect views on effective vs. ineffective methods observed with rationale. 3 Q; 5: D, F, H, P; 9C

Video or Case Study Response

Candidates will view a set of videos or will read a set of case studies illustrating ineffective teaching strategies. Students will write a reflective paper describing ineffective classroom management techniques and interventions observed or read. Reflection must include reference to personal pedagogy with rationale. Candidates must identify which preventative measures should have been in place. 5 G, M, Q

Classroom Community

Each candidate will create a model of a classroom, which reflects student-centered learning. Candidates must address the physical, social, communicative, academic, and behavioral, and technological (instructional and adaptive) needs of the classroom community. Students must write a reflective document providing rationale with citations supporting their classroom environment. 5 A, C, D, F, H, N, Q

Community Building Strategies

Candidates will review 1 best practice strategy in each area to promote positive peer relationships. Areas include: peers supporting and learning from each other, cooperative learning / collaborative work and peer conflict and bullying. 5 E, I, P, R; 6G

CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

Humanistic: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

Creative: MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

Reference List

- Albert, L. (1996). *Cooperative discipline*. Shoreview, MN: Ags Pub.
- American Institutes for Research. (n.d.). What is RTI? In *National Center on Response to Intervention*. Retrieved September 29, 2009, from <http://rti4success.org/>
- Behavior Connections, LLC. (n.d.). Behavior interventions for families affected by Autism [Applied Behavior Analysis]. In *Behavior connections*. Retrieved September 29, 2009, from <http://behaviorconnections.com/>
- Positive intervention and effective strategies. (n.d.). *Behavior Doctor*. Retrieved September 29, 2009, from <http://behaviordoctor.org/>
- Bianco, A. (2002). *One-minute discipline*. San Francisco: Jossey-Bass.
- Canter, L., & Canter, M. (2001). *Assertive discipline* (3rd ed.). Bloomington, IN: Solution Tree.
- Charles, C. M. (2007). *Building classroom discipline* (9th ed.). Needham Heights, MA: Allyn & Bacon.
- Cipani, E. (2008). *Classroom management for all teachers: plans for Evidence-based practice*. Upper Saddle River, NJ: Prentice Hall.
- Coloroso, B. (2002). *Kids are worth it! giving your kids the gift of inner discipline*. Roanoke, VA: Quill Press.
- Cooper, J. (2003). *An educator's guide to classroom management*. Boston: CENGAGE Learning.
- Dr. Mac's behavior management site* [Classroom behavior strategies]. (n.d.). Retrieved September 29, 2009, from <http://behavioradvisor.com/>
- ED.gov. (n.d.). *OSEP ideas that work* [Research based interventions]. Retrieved September 29, 2009, from <http://osepideasthatwork.org/>
- Friend, M., & Bursuck, W. D. (2008). *Including students with special needs: a practical guide for classroom teachers*. Needham Heights, MA: Allyn & Bacon.

Florida State University Center. (2009). *Florida Center for Reading Research* [Teach to read].

Retrieved September 29, 2009, from <http://fcrr.org/index.htm>

Gossen, D. C. (1996). *Restitution*. Grand Rapids, MI: New View Publications.

Grinder, M. (1996). *Envoy: your personal guide to classroom management* (3rd ed.).

Washington: MG a Publishing Consortium.

Hershman, D. (2000). *Survival kit*. Allen, TX: Inspiring Teachers Pub. Inc.

International Reading Association. (2009). *International Reading Association*. Retrieved

September 29, 2009, from <http://www.reading.org/General/Default.aspx>

Intervention central [Research based interventions]. (n.d.). Retrieved September 29, 2009, from

<http://interventioncentral.org>

Jones, F. H. (2007). *Fred Jones tools for teaching* (2nd ed.). Santa Cruz, CA: Fredric H. Jones and Associates. (Original work published 2000)

Kohn, A. (2006). *Beyond discipline: from compliance to community*. Alexandria, VA:

Association for Supervision & Curriculum Development.

Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary students. *Education & Treatment of Children, 23*(2), 109. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=hch&AN=3367603&site=ehost-live>

Lewis, T. J., Sugai, G., & Colvin, G. (1998). Reducing problem behavior through A school-wide system of effective behavioral support: Investigation of A school-wide social skills training program and contextual interventions. *School Psychology Review, 27*(3), 446. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=1188600&site=ehost-live>

Lewis-Palmer, T., Bounds, M., & Sugai, G. (2004). Districtwide system for providing individual student support. *Assessment for Effective Intervention, 30*(1), 53-65. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ793270&site=ehost-live>; <http://dx.doi.org/10.1177/073724770403000105>

Loeser, J. (2008). Multi - age classrooms. (pp. 1-1) Great Neck Publishing. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=e0h&AN=27577629&site=ehost-live>

Meyer, L. H., & Evans, I. M. (1989). *nonaversive intervention for behavior problems: a manual for behavior problems*. Baltimore, MD: Paul H. Brookes Publishing Company.

National Center on Student Progress Monitoring. (n.d.). *Student progress monitoring*. Retrieved September 29, 2009, from <http://www.studentprogress.org/default.asp>

Nelsen, J. (2006). *Positive discipline*. New York: Ballantine Books.

Noll, J. W. (2004). *Taking sides: clashing views on controversial educational issues*. Guilford, CT: McGraw Hill/Dushkin.

Non-coercive discipline and William Glasser [Noncoercive discipline]. (n.d.). Retrieved September 25, 2009, from <http://www.xaverri.com/school/essays/discipline.html>

PBIS.org. (2009). Positive behavioral interventions & supports. In *OSEP Technical assistance center on effective schoolwide interventions*. Retrieved September 29, 2009, from <http://www.pbis.org/school/default.aspx>

Peterson, M., & Hattie, M. M. (2010). *Inclusive teaching: the journey towards effective schools for all learners*. Princeton, NC: Merrill.

Promising Practices Network. (2009). What works for children. In *Promising practices network* [Research based information]. Retrieved September 29, 2009, from <http://promisingpractices.net/>

Regents of the University of Colorado. (n.d.). Blueprints for violence prevention. In *Center for the study and prevention of violence*. Retrieved September 29, 2009, from <http://www.colorado.edu/cspv/blueprints/index.html>

- Schloemer, P., & Brenan, K. (2006). From students to learners: Developing self-regulated learning. *Journal of Education for Business*, 82(2), 81-87. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=trh&AN=23875233&site=ehost-live>
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education & Treatment of Children*, 31(3), 351-380. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=trh&AN=33907577&site=ehost-live>
- Social Programs that Work. (2009). *Social programs that work*. Retrieved September 29, 2009, from <http://evidencebasedprograms.org/wordpress/>
- State of Florida Department of Education. [RTI for behaviors]. (2002). In *Florida's positive behavior support project*. Retrieved September 29, 2009, from <http://flpbs.fmhi.usf.edu/>
- Sugai, G. (2007). Promoting behavioral competence in schools: A commentary on exemplary practices. *Psychology in the Schools*, 44(1), 113-118. doi:10.1002/pits.20210
- Sugai, G., & Fuller, M. (1991). A decision model for social skills curriculum analysis. *Remedial and Special Education (RASE)*, 12(4), 33-42. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ431358&site=ehost-live>
- Sugai, G., & Homer, R. R. (2006). *A promising approach for expanding and sustaining school-wide positive behavior support* National Association of School Psychologists. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=21485620&site=ehost-live>
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy*, 24, 23-50. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ655113&site=ehost-live>

Sugai, G., & Horner, R. H. (2008). What we know and need to know about preventing problem behavior in schools. *Exceptionality*, 16(2), 67-77. doi:10.1080/09362830801981138

Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8(3), 149-160. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=4718765&site=ehost-live>

The Campbell collaboration library of systematic reviews: the Campbell library [Current and

most accessed]. (n.d.). Retrieved September 29, 2009, from

<http://www.campbellcollaboration.org/library.php>

Tobin, T. J., & Sugai, G. (2005). Preventing problem behaviors: Primary, secondary, and tertiary level prevention interventions for young children. *Journal of Early and Intensive Behavior Intervention*, 2(3), 125-144. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ846761&site=ehost-live>

U.S. Department of Education Institute of Education Sciences. (n.d.). *IES: What works clearinghouse*. Retrieved September 29, 2009, from <http://ies.ed.gov/ncee/wwc/>

Wong, H. K., & Wong, R. T. (2009). *The first days of school: how to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications. (Original work published 1997)

Zabel, R. H., & Zabel, M. K. (1996). *Classroom management in context: orchestrating positive learning environments*. Boston: Houghton Mifflin.

Zirpoli, T. J. (2008). *Behavior management: applications for teachers*. Upper Saddle River, NJ: Prentice Hall.