CARDINAL STRITCH

U N I V E R S I T Y

SYLLABUS OF COURSE

Course No: MUE 545   **Title of Course: Supporting Students in the School Environment**

Credit Hours: 3   **Scheduled Class Time: Thursdays**   **Hours: 5-8pm**

Instructor: Dianne Evans Kelley   **Semester & Year/Beg & End Dates: 9/3-10/29**

Syllabus Outline

a. Course title
b. Course description (should match the University Catalog)
c. Measurable course objectives
d. Methods of assessment linked to each course objective
e. Criteria for assessment that describe how the performances will be judged and ultimately graded. *Assessment criteria **must** be clearly specified in a list, paragraph or scoring rubric format. A suggested grading scheme, which includes weighting of assignments, assessments or other measured performances, must be included here as well.*
f. Outline of the sequence of topics and content covered in the course.
g. Required materials and other relevant supportive references cited in APA, MLA, or other style appropriate to the discipline.
h. Textbook(s) used
i. Writing and speaking across the curriculum
j. Policy on class attendance
k. Policy on cheating and plagiarism (reference the Institutional Policy on Academic Integrity)
l. Policy on late assignments
m. Policy on missed exams and assignments
n. Office hours
o. Last date for withdrawal (2/3 of semester for courses with unusual start dates or which don't last 15 weeks)
p. Policy statement for Rehabilitation Act 504

Revised Fall 2002 to reflect requirements of the Undergraduate and Graduate Curriculum Committees and the assessment requirements of NCA.

Cardinal Stritch University

Graduate Course Proposal

I. **Course Number** __MUE 545____ **Title of Course Supporting** Students in the School Environment
    Department ____Special Education   Credit Hours ____2_____
    Population to be Served _____Graduate Students_
    First Offered _____Fall 2009_____ Frequency of Offering once a year
    Check appropriate designations:
    A. Required __X___Program_Master's of Special Education - Urban
    B. Degree elective _____Professional development elective_____
    C. Face-to-face __X___Online _____Blended_____
    D. Traditional time frame ___X__Accelerated _____Cohort _____Other_____
    E. Number of weeks __9___Class hours __3___Study team hours (if appropriate) NA

II. **Attach a syllabus which includes the following. Please paginate syllabus and run back-to-back**
    Course description which is a brief narrative describing the course content and related knowledge base.
    Measurable course objectives that describe what the student will know or be able to do by the end of this course. These outcomes should be tied to the relevant Program Outcomes.
    Methods of assessment that describe the assignments or assessment tasks that the student will engage in to demonstrate proficiency in the stated course objectives. Please note that every course objective needs at least one method of assessment and every assessment method needs to be clearly linked to one or more course objectives.
    Criteria for assessment that describe the standards by which performances will be judged and ultimately graded. Assessment criteria **must** be clearly specified in a list, paragraph or scoring rubric format. Weighting of assignments, assessments or other measured performances must be indicated here as well. Weighting must be tied to the University/program grading scale.
    Outline of the sequence of topics and content covered in each class session.
    Required materials cited in APA style (5th edition) or www.APA.org. (MLA style or Turabian for A&S). Other supportive references could be included.

III. **Support for Course**
    A. Will any significant new library materials be needed? Yes ____ No_x___
    B. Will any special facilities or equipment be needed? Yes ____ No _x___
    C. Will there be added expense to the department? Yes ____ No ____ (budget approved)
    D. Who will teach the course initially: current faculty, adjunct faculty, other?
        Adjunct faculty

IV. **Rationale for Course**
    A. If this is a new course, what is the rationale for adding it? New program
    B. Will this course change requirements in a program? No
    C. Do you recommend any course be dropped if this course is offered? No
    D. If this is a modification of a current course, what is the rationale for the modification?
        NA

V. **Developed by:** Dianne Evans Kelley & Jessie Vance   Date: 4.23.09
    Submitted by: Dianne Evans Kelley & Jessie Vance   Date: 4.23.09
    Approval by Content Chair Deb Adrian Heiss   Date: 4.23.09
    Approval by Chair _____ Date: _____

CARDINAL STRITCH
UNIVERSITY

Supporting Students in the School Environment
2 credits revisions for next time

Fall 2009
Instructor: Dianne Evans Kelley

Class Meetings:	**9 sessions**
	5:00 - -8:00 pm
Location:	City Center room 126
Instructor:	Dianne Evans Kelley
Office:	Main Campus: Clare Hall East rm 18 (Basement Level) &
	City Center rm 111 (first floor)
Phone:	(414) 410-4364
E-mail:	dekelley@stritch.edu
Office hours:	Tuesday 3:30-4:30(CHE); Wednesday 3:00-4:00 (C.C.);
	Thursday 3:30-4:30 (C.C)

COURSE DESCRIPTION: In this course teacher candidates will learn about strategies to support and enhance the academic and behavioral success of students with disabilities in the school and larger community. This will include consideration of primary, secondary, and tertiary preventative interventions. Interventions such as classroom management; Response to Intervention (RtI) as a means of addressing challenging student behavior; and the use of the Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) process will be addressed. As teacher candidates examine these strategies, they will consider culturally responsive interventions and factors that influence the overrepresentation of learners from culturally and linguistically diverse backgrounds in programs for students with disabilities.

Program Outcomes and Measurable Course Objectives

By the end of this course, students will be able to do the following:

Standard #1 Subject Knowledge
- *Design a formalized classroom management action plan that incorporates culturally responsive, evidence based practices (Classroom Management Action Plan).*
- *Demonstrate in-depth understanding of course content as it relates to teaching culturally diverse populations of students with disabilities via completion of/participation in extension activities such as Learning Application Tasks (LAT), small group tasks, quizzes, and whole class discussion (Extension Activities).*
- *Reflect upon classroom practices and self reflection on teaching behaviors, interaction patterns, and communication styles. (Reflections on Practice Journal).*

    CC1K3 Relationship of special education to the organization and function of educational agencies.

CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K6 Issue, assurance, and due process rights related to assessment, eligibility, and placement within a continuum of services.
GC1K1 Definitions and issues related to the identification of individuals with disabilities.
GC1K6 Laws and policies related to provision of specialized health care in educational settings.
GC1K7 Factors that influence the overrepresentation of culturally/linguistically diverse student in programs for individuals with disabilities.

Standard #2: Support Intellectual, Social and Personal Development
Standard #8: **Assessment**
- *Compare desired classroom characteristics (academic and/or behavioral) to current classroom characteristics; analyze for discrepancies; and develop a plan to achieve desired performance outcomes* (*Classroom Management Analysis Paper and Classroom Management Action Plan*).

GC2K2 Impact of sensory impairments, physical and health disabilities on individuals, families and society.
CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

Standard #10: Collaboration
- *Use effective verbal and nonverbal communication techniques as well as instructional media and technology to enrich learning opportunities. Articulate and defend completed Classroom Management Action Plan (Socratic Discussion; Extension Activities)*

- *Reflect upon classroom practices and self reflection on teaching behaviors, interaction patterns, and communication styles. (Reflections on Practice Journal).*

CC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

Required Texts

Larrivee, B. (2009). *Authentic Classroom Management: Creating a Learning Community and Building Reflective Practice.* Upper Saddle River, NJ: Pearson Education, Inc.

Kerr, M.M., Nelson, C.M. (2006). *Strategies for addressing behavior problems in the classroom*. 5th Ed. Pearson Merrill Prentice Hall.

Suggested readings: me, tatum, Geneva gay, ladson billings, etc….

Overall Grading Scale:
Final grade is based on percentage of cumulative points earned.

Grade		*% of Total Points*
A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
F	=	Below 60

REQUIREMENTS:

Reflections on Practice (ROP) Journal *10 Points*
For each week's reading, course participants will complete a Reflection on Practice (ROP) prompt. Special emphasis will be placed upon reflecting on teaching learners from culturally and linguistically diverse backgrounds in programs for students with disabilities. Reflections should be approximately one to two pages in length and need not be typed, but should be legible. Each class, be prepared to discuss your reflective journal entry in small groups and/or whole class discussion. ROP Journal with completed entries is due week 3 and week 7.

Classroom Management Analysis Paper *30 Points*
Course participants will identify six (6) classroom characteristics and analyze gaps between their ideal classroom and their current classroom. Assignment will answer the following questions:

- In consideration of students, what would your ideal (desired) classroom look/feel/sound like? Consider classroom management characteristics such as instructional factors, management issues, discipline strategies, and interpersonal relationships. Examples include:
  - Student behavior towards adults, towards peers, etc…
  - Work productivity
  - Noise level during independent work time
  - Movement
  - Other characteristics of the ideal classroom will be generated in class
- Why are the identified characteristics important?
- In comparison to your ideal classroom, what does your current (or recent) classroom look/feel/sound like? (address the same classroom characteristics identified for the ideal classroom)
- Of the identified characteristics, where do gaps exist between the ideal classroom and your current (or recent) classroom? If a gap doesn't exist between a characteristic of ideal and current classroom, note as such.
- What may contribute to the gaps that exist between your ideal and current classroom? (Analysis and identification of factors that may contribute to the gap that exists between desired and actual current practices). If a gap doesn't exist between a characteristic of ideal and current classroom, analyze and explain why. Provide specific evidence to demonstrate that no gap exists.

Extension Activities *10 Points.*
To enhance learning of content and practice assignment requirements, short extension activities will be assigned most class sessions. Extension activities may include Learning Application Tasks (LAT) from the text, quizzes, small group tasks, individual work, entry/exit slips, internet searches, and hands on activities. Most activities will be completed during class time (some extension activities may require a minimal amount of time outside of class). A rubric will be used to evaluate each extension activity. *Please note that not all extension activities are noted on the course schedule.*

Classroom Management Action Plan *40 Points*
A formalized classroom management action plan will be developed stemming from the course readings, class discussion, personal investigation, Classroom Management Analysis paper, and the Discipline Philosophy paper from MUE 525. The final product will be an action plan for the current (recent) school year and should incorporate culturally responsive, evidence based practices as introduced in course readings and/or other sources. The Classroom Management Action Plan will "close the gaps" between ideal and current (recent) classroom characteristics. Participants will determine the four (4) most critical characteristics of classroom management to address.

To complete this assignment:
1. Provide a brief description of the students
2. Reflect upon present situation and review your Classroom Management Analysis paper, are there additional/different characteristics to address? If so, consider including them in your Classroom Management Action Plan. Note revision (s) from original document.
3. Identify specific strategies for each characteristic identified:
   ▪ For characteristics in which gaps were noted, identify and describe the specific strategies such as: meaningful content, powerful teaching strategies, and organizational structure (Larrivee, p vii) that could be incorporated. Explain how strategies reflect culturally responsive, evidence based practices. Cite sources using APA format.
   ▪ For characteristics in which gaps were not evident, identify and describe the specific strategies that are employed and cite evidence from the course readings, etc. that validate the appropriateness of the strategies. Explain how strategies reflect culturally responsive, evidence based practices. Cite sources using APA format.
4. Briefly explain **how** strategies will be/are implemented in the classroom and **why** these strategies were chosen.
5. Please resubmit Classroom Management Analysis Paper

Strategy examples:
▪ Culturally relevant materials (meaningful content)
▪ Cooperative learning (powerful teaching strategy)
▪ Established expectations/Rules (organizational structure)
▪ Established Procedures/Routines (organizational structure)
▪ Positive and negative consequences
▪ Other strategies identified in the readings, course discussion, personal investigation, etc.

Poster Session **Socratic Discussion** *10 Points*
During class 8, each student will come prepared to share their Classroom Management Action Plan and if appropriate, information from Classroom Analysis Paper via a Socratic Seminar discussion.

Course Expectations

1. Attend and come prepared to all class sessions.
2. Come to class prepared and participate fully in class activities and discussions.
3. Arrive to class on time.
4. Submit all assignments on time.
5. Word-process all assignments unless otherwise noted.

Policies

1. Attendance for class meetings: Absences require direct communication with the instructor in advance of the class meeting time. The student is responsible for contacting a classmate for assignments/handouts and the instructor for make-up assignments. Based on department policy, missing two classes in this course can result in a withdrawal. This withdrawal will need to be processed through the registration office and may involve financial implications. Two tardies or early departures will be equal to one absence.
2. Assignments: Any late or missing assignments inevitably affect the final grade. Assignments may be e-mailed or faxed in the case of an absence to avoid a late penalty.
3. Cardinal Stritch University and the instructors wish to positively affirm the intent of the Americans with Disability Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructor so that appropriate arrangements can be made.
4. Any work found to be plagiarized from the Internet or other sources will automatically result in a grade of F in the course and the "author's" name will be given to the Vice-President for Academic Affairs. Refer to the Graduate Catalog "Academic Integrity" for further information.
5. **Last day to add/drop: Refer to MUE program guidelines**
6. **Last day to withdraw: Refer to MUE program guidelines**

COURSE OUTLINE:

Date	Topic	Assignment Due	Reading Due
Week 1 9/3/09	▪ Course Overview ▪ Reflective Practices ▪ Examining teacher practices	**Extension Activities:** *LAT: Instructor/Manager/Person (pg 34)	Introduction & Ch 1
Week 2 9/10/09	▪ Multidimensional Classroom Management ▪ Building & Managing a Learning Community	**Extension Activities:** *LAT: pp 83, 85, 86 **ROPs journal entry (ch 1)**	Ch 2 & Ch 3 pp. 64-90
Week 3 9/17/09	Keeping Communication Channels Open	**Extension Activities:** *LAT: Active Listening (p 140) **Submit: ROPs journal entries (ch 1 & ch 2or 3)**	Ch 4
Week 4 9/24/09	▪ Managing a learning community ▪ Rewards and Consequences	**Classroom Analysis Paper** **Extension Activities:** *LAT: pp 166/167, 179/180, 186/187, & 199 **ROPs journal entry ch 4**	Ch 5 & 6
Week 5 10/1/09	Managing Challenging Behaviors	**Extension Activities:** TBA **ROPs journal entry ch 5 or 6**	Ch 7, ch 3 pp 90-101, & Kerr and Nelson pp 6-11 (review)
Week 6 10/8/09	▪ Supporting students ▪ Developing Self-Regulated Learners	**Extension Activities:** *LAT: pp 293 & 301 **ROPs journal entry ch 7 or 3 (pgs 90-101)**	Ch 8
Week 7 10/15/09	Conflict/Stress Management	**Submit: ROPs journal entries (ch 4, 5, ch 7 or 3, & 8)** *LAT: pp 322/323	Ch 9
Week 8 10/22/09	Presentation of Classroom Management Action Plan	**Socratic Seminar Discussion**	
Week 9 10/29/09	Independent work night/individual meetings with instructor	**Classroom Management Action Plan**	

Reflections on Practice Journal Entries (ROPS) *10 points total*

Each journal entry will be reviewed for quality and completion.

Each journal entry is worth two points. Journal entry scores will be averaged (the lowest score will be dropped) and multiplied by 5. Total possible points=10

Journal topics will be student selected <u>Reflections on Practice</u> from the week's readings in the Larrivee text.

	1	**2**
Quality of Journal Entry	• ROP entry is partially complete and/or demonstrates adequate consideration of the topic • ROP somewhat focuses upon teaching learners from culturally and linguistically diverse backgrounds in programs for students with disabilities. • Response is representative of surface level reflection	• ROP entry is complete, thoughtful, and demonstrates in-depth consideration of the topic. • ROP clearly focuses upon teaching learners from culturally and linguistically diverse backgrounds in programs for students with disabilities. • Response is representative of a reflective practitioner

Classroom Management Analysis Paper

Indicator	1	2	3
Description of **ideal** classroom and explanation as to why important	*Description of ideal classroom is incomplete. Less than 5characteristics are addressed. *Some characteristics are described and/or descriptions are unclear. *A brief explanation as to why classroom characteristics are important is not provided for all characteristics and/or explanations reflect only surface level consideration.	* Description of ideal classroom is somewhat complete. 5 characteristics are addressed. *Each characteristic is described. However, not all descriptions are clearly articulated. *A brief explanation as to why each classroom characteristic is important is provided. Explanations, however, lack depth of thought.	*Description of the ideal classroom is thorough and complete. 6 characteristics are addressed. *Each characteristic is clearly and thoroughly described. *A brief yet thoughtful explanation as to why each classroom characteristic is important is provided.
Description of **current** classroom	*Description of current classroom is incomplete. Less than 5 characteristics are addressed. *Some characteristics are described and/or descriptions are unclear *Current classroom description does not address the same characteristics as identified for the ideal classroom.	*Description of current classroom is somewhat complete. 5 characteristics are addressed. *Each characteristic is described. However, not all descriptions are clearly articulated. *Current classroom description addresses most of the same characteristics as identified for the ideal classroom.	*Description of current classroom is thorough and complete. 6 characteristics are addressed. *Each characteristic is clearly and thoroughly described. *Current classroom description addresses the same characteristics as identified for the ideal classroom.

Analysis	*Analysis for each characteristic (ideal compared to current) was incomplete. Gap (s) that exist between ideal and current classroom are identified for few characteristics. Characteristics in which gaps do not exist are not identified. *Factors that may contribute to the gaps are unclear and/or are limited. Evidence to explain characteristics in which a gap doesn't exist are unclear and/or incomplete. *Analysis is incomplete and reflects only surface level consideration.	*Analysis for each characteristic (ideal compared to current) was completed. Gap (s) that exist between ideal and current classroom are somewhat identified. Characteristics in which gaps do not exist are somewhat identified. *Factors that may contribute to the gaps are somewhat clear. Specific evidence to explain characteristics in which a gap doesn't exist are somewhat clear. *Analysis is somewhat complete but lacks depth of thought.	*Analysis for each characteristic (ideal compared to current) was completed. Gap (s) that exist between ideal and current classroom are identified. Characteristics in which gaps do not exist are identified. *Factors that may contribute to the gaps are clearly stated. Specific evidence to explain characteristics in which a gap doesn't exist are clearly stated. *Analysis is comprehensive and thoughtful.

Sub score= (average score of each subsection) _____ x 9 = _____**27 points**

Overall

Indicator	1	2	3
Writing conventions	Responses incorporates basic components of organization, writing conventions, work choice and fluency	Responses adequately incorporate necessary components of organization, writing conventions, work choice and fluency	Responses are clear, well organized and incorporate proper writing conventions, work choice and fluency

Final Score= (total from subsections) _____ + total from overall = _____**30 points**

Extension Activities *10 points total*

To enhance learning of content as well as practice assignment requirements, short extension activities will periodically be assigned. Extension activities may include Learning Application Tasks (LAT), quizzes, small group tasks, individual work, entry/exit slips, internet searches, and hands on activities. Most activities will be completed during class-time; however, some extension activities may require a minimal amount of out of class work time.

Please note, because many extension activities will require group work and/or presentation of information during class time, not all extension activity assignments can be made up due to absence. If you must be absent from class, it is your responsibility to e-mail the instructor to find out if you can complete any of the extension activities that were assigned during your absence. Each extension activity is worth two points Extension activity scores will be averaged (the lowest score will be dropped) and multiplied by 5. Total possible points=10

	1	2
Quality of Work	• Extension activity assignment is partially complete and/or demonstrates average quality of work/effort	• Extension activity assignment is complete and demonstrates a high quality of work/effort
Participation	• Participation in extension activity is limited. Quality of participation is adequate.	• Participation in extension activity is meaningful and demonstrates an in-depth understanding of the content

Classroom Management Action Plan Components	**Basic (1)**	**Sufficient (2)**	**Proficient (3)**
Students' description Score ____	Description of the students does not include all pertinent information and information provided is vague	Description of the students includes all pertinent information, however description is vague	Description of the students includes grade level, academic skill range ("working significantly below grade level"), and behavioral performance ("most students in class are considered to be physically aggressive towards peers)

Specific Strategies	Specific strategies for less than 3 characteristics are identified.	Specific strategies for 3 characteristics are identified.	Specific strategies for each of the 4 characteristics are identified.
Description of Strategies	For characteristics in which gaps were noted, description of the specific strategy was unclear and incomplete. It is unclear if strategy reflects culturally responsive, evidence based practices. Sources were not cited. For characteristics in which gaps were not evident, description of the specific strategy that is employed was unclear and incomplete. Evidence from the course readings, etc. that validates the appropriateness of the strategy was unclear and incomplete. It is unclear if strategy reflects culturally responsive, evidence based practices. Sources are not cited.	For characteristics in which gaps were noted, description of the specific strategy was somewhat clear and somewhat complete. It is somewhat unclear if strategy reflects culturally responsive, evidence based practices. Sources are cited, however, APA format was not used. For characteristics in which gaps were not evident, description of the specific strategy that is employed was somewhat clear and somewhat complete. Evidence from the course readings, etc. that validates the appropriateness of the strategy was somewhat clear and somewhat complete. It is somewhat unclear if strategy reflects culturally responsive, evidence based practices. Sources are cited; however APA format was not used.	For characteristics in which gaps were noted, description of the specific strategy was clear and complete. Strategy reflects culturally responsive, evidence based practices. Sources are cited using APA format. For characteristics in which gaps were not evident, description of the specific strategy that is employed was clear and complete. Evidence from the course readings, etc. that validates the appropriateness of the strategy was clear and complete. Strategy reflects culturally responsive, evidence based practices. Sources are cited using APA format.

Explanation of how strategies will be implemented	Explanation of **how** strategies will be/are implemented in the classroom is unclear and incomplete.	Explanation of **how** strategies will be/are implemented in the classroom is somewhat clear and somewhat complete.	Explanation of **how** strategies will be/are implemented in the classroom is clear and complete.
Explanation of why strategies were chosen	Explanation of **why** strategies were chosen is unclear and incomplete.	Explanation of **why** strategies were chosen is somewhat clear and somewhat complete.	Explanation of **why** strategies were chosen is clear and complete.
Writing conventions	Responses incorporates basic components of organization, writing conventions, work choice and fluency	Responses adequately incorporate necessary components of organization, writing conventions, work choice and fluency	Responses are clear, well organized and incorporate proper writing conventions, work choice and fluency

Subtotal (18 possible**):**   _____ x 2 = _____ **/36**

Classroom Management Analysis Paper was resubmitted _____**/4**

Total   _____**/40**

Comments:

Socratic Discussion

Student: _____

	1	2	3
Participation	Participated in the discussion at least **one** time	Participated in the discussion a minimum of **two** times	Provided **meaningful** participation in the discussion a minimum of **two** times
Quality of Comments	Minimal knowledge/ consideration of the assignment content Comments were vague	*Somewhat knowledgeable of assignment content *Adequate consideration however, comments were somewhat vague	*In-depth knowledge of assignment content *Thoughtful consideration of assignment content

Final score: averaged score _____ x 3.33 = _____/10