



**Department of Education
MATTC Program
EDUC 258 Developing Positive Classroom Cultures (3 units)
Winter - 202X**

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Course Meeting: Thursday – 5:00 PM – 8:00 PM

Classroom: Online

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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice. Faculty, staff, and students in the Department of Education:

- Make student learning our central focus
- Engage continuously in reflective and scholarly practice
- Value diversity
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

Research data report that the number one reason teachers leave the classroom is because they cannot manage their students. This course will explore the importance of establishing a positive structured learning environment for students with disabilities by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines.

Course objectives

This course will develop students' knowledge of or skills with...	Standard/Goals Addressed			
	DG #	PLG #	UTPE #	MMSN TPE #

Examine elements of the classroom environment that minimize behavioral challenges and incorporate family collaboration and appropriate related services personnel.	1,2	5	1.2, 2.1, 4.5	2.2, 2.3, 2.4, 2.7
Identify ethical classroom management principles that monitor instruction, student learning, and facilitate students' critical and creative thinking and inquiry learning through development of positive student behavior, particularly students with complex social communication, behavioral and emotional needs and those on the autism spectrum disorder	1, 2	1.5	1.3, 1.5, 1.8, 2.3, 2.4, 2.5 2.6, 4.4, 6.5 6.6	2.2, 2.3, 2.5, 2.6, 2.10; 3.3
Design classroom rules, routines, and incentives appropriate for the grade level to be taught through understanding of a student's communicative intent in a variety of contexts.	1, 2	4, 5	1.2, 2.6	1.7, 2.4, 2.5, 2.6, 2.10
Review the essential components of various models for responding to behavioral challenges by understanding students' communicative intent and helping them develop positive communication skills at home and school.	2, 4	4	2.1	2.4, 2.5, 2.8
Develop a personal model for preventing and responding to behavioral challenges that includes positive psychosocial development, and the self-determined behavior of students with disabilities, by seeking to collaborate with support systems that involve family and related service personnel.	4	5, 6	1.2, 1.3	1.7, 2.4, 2.6, 2.7, 2.8, 2.10
Discuss the relation between teacher expectations and student motivation (e.g., positive communication skills) and learning.	2, 4, 5	1, 4	1.2, 1.3, 3	2.6, 2.10, 4.3
Explore effective procedures for dealing with serious disruptive student behavior problems and promoting social emotional growth by collaborating with families, with other agency personnel.	2, 3, 4	5, 6	1.2, 2.1	2.5, 2.7, 2.8, 2.10, 3.3,
Recognize cultural influences on behavior, and identify relevant approaches when relating to diverse students and their parents. Ensure the least restrictive environment according to specific learning needs of students with disabilities.	3, 4	3, 5	1.2, 2.2, 4.4, 4.5	2.8, 4.3
Identify "Restorative Justice" resources available to foster a caring community, promote school safety and reduce school violence through engagement with families.	3, 4, 5	4, 5	2.1, 2.3, 2.4, 6.5	2.4, 2.10, 3.3, 4.3
Analyze specific "Mindfulness" interventions to promote the development of social competence with the goal of supporting students with complex social communication, behavioral and emotional needs.	1, 2, 4	5	2.1, 2.3	2.10, 4.3
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Readings

Introduce MMSN TPE 2.2, 2.4, 2.10, 3.3; Introduce/Practice MMSN TPE 2.3, 2.5, 4.3

Introduce UTPE 1.2, 1.3, 1.8, 4.4, 4.5; Practice UTPE 1.5, 2.2; Assess UTPE 2.1, 2.2, 2.3, 2.4, 4.4, 4.5

Required

Bryant, D. P., Bryant, B. R., & Smith, D. D. (2019). *Teaching students with special needs in inclusive classrooms*. Sage Publications.

Evertson, Carolyn M., Emmer, Edmund T. (2017). *Classroom management for elementary teachers*: Tenth Edition, Loose-Leaf Version. Boston, MA: Pearson Higher Ed ISBN 9780134027272

Simplican, S. C., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities: An ecological model of social networks and community participation. *Research in developmental disabilities*, 38, 18-29. <https://doi.org/10.1016/j.ridd.2014.10.008>

California Department of Education website, specialized programs: cde.ca.gov/sp/

Selected Book Club

Erwin, E.J. (2020). *The Power of Presence: A Guide to Mindfulness Practices in Early Childhood*. Lewisville, NC: Gryphon House, Inc.

Frey, N., Fisher, D. & Smith, D. (2019). *All Learning is Social and Emotional*. Alexandria, VA: ASCD

Herrera, S.G., Porter, L., & Barko-Alva, K. (2020). *Equity in School-Parent Partnerships*. New York, NY: Teachers College Press.

Jennings, P. (2019). *The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching*. New York, NY: W.W.Norton & Company.

Quevedo Rerucha, Marisol (2021). *Beyond the Surface of Restorative Practices: Building a Culture of Equity, Connection, and Healing*. San Diego, CA: Dave Burgess Consulting Inc.

Steele, D.M., Cohn-Vargas, B. (2013). *Identity Safe Classrooms, Grades K-5: Places to Belong and Learn*. Thousand Oaks, CA: Corwin.

Recommended

Johnson, K.F. (2012). *The new elementary teacher's handbook: Flourishing in your first year, Second Edition*. Thousand Oaks, CA: Corwin Press, Inc.

Nelson, Jane, Ed.D., Lott, Lynn, M.A., and Glenn, Stephen, Ph.D. (2000) *Positive discipline in the classroom – Developing mutual respect, cooperation, and responsibility in your classroom*, (Revised 3rd Edition) Roseville, CA: Prima Publishing ISBN 0-7615-2421-5

Course Assignments

Course/Requirements/Assignments	Points	Due Dates	UTPE Assessed	MMSN*
1 Professional Conduct	200	Each Session	6.3, 6.5, 6.6	
2 Online Module Reading/Reflection	125	Session 1 to 6	1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 4.5	2.2, 2.4, 2.6, 2.7, 2.10, 3.3, 4.3
3 Professional Book Club	20	Weekly Signups	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 4.4	2.2, 2.4, 2.6, 2.7, 2.10, 3.3
4 Icebreaker/Energizer Activity	60	2-3 presenters each class	1.5, 2.1, 2.2	1.7, 2.8
5 *Signature Assignment: Classroom Website	120	Last week	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 4.5, 6.5, 6.6	1.7, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 3.3, 4.3

* See end of this syllabus for assignment and rubric aligned with MMSN TPEs

Course Assignments

1. PROFESSIONAL CONDUCT DUE: WEEKLY

Attendance

Regular attendance at all class meetings is a requirement in this program. Ten points will be deducted from your final grade for each class session you miss. You will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with zero-point loss. To use your ER you must notify me by email or phone **BEFORE** class. Save your ER for medical issues, family demands, car trouble, etc.

- 1 unexcused absence – 20 points deducted from your final grade.
- 2 absences –40 points deducted from your final grade.
- 3 or more unexcused absences – You will be dropped

Students will not be penalized for absences due to the observance of religious holidays falling on scheduled class days; *please give me advance notice of these absences so I can make the necessary accommodations.*

Punctuality

Zooming into class on time and ready to learn is a course expectation. Knowing that there are times when unexpected circumstances arise that may result in late arrival, please text me ahead of time when this occurs.

Preparation

The quality of our class sessions and the depth of your learning depend directly on your preparation. Please be prepared for class based on the expectations outlined in the course syllabus and by the class norms.

Participation

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively, and *withholding contributions to leave space to allow other classmates to participate*), (b) completing all in-class learning activities.

Responsible Use of Technology

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Electronic devices will be used during class to support learning. *Video enabled electronic devices MUST be used during class to support learning.*

Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructors. Your Professional Conduct grade will be determined by analysis of evidence gathered through my ongoing observation and documentation throughout each quarter. If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach these expectations.

2. Online Module Reading/Reflection

One of the hallmarks of a Jesuit education is the practice of reflection. Jesuit institutions have been known over the centuries for teaching people to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation. For this assignment you will:

1. **Individually** complete the online modules throughout the quarter that are found in Camino.
2. Learn new information via reading, viewing materials and analyzing them. These readings and materials offer knowledge of disabilities and sources of positive learning environments to create least restrictive environments and to apply the knowledge through community partnership with parents and related service personnel. Engaging in online modules facilitates us to reflect on and discuss how to monitor student learning, promote students' critical thinking, social emotional growth, and how to organize culturally responsive classroom environments and principles in support of students with unique health/mental needs, how to develop positive communicative/behavioral skills and systems for the students. Each reflection should illustrate what you learned from the assignment and be at least two to three pages long. They are to be emailed to me on or before the due dates.

Introduce MMSN TPE 2.2, 2.4, 2.10, 3.3, 4.3 ; Practice/Assess MMSN TPE 2.6, 2.7

Introduce UTPE 1.2,1.3, 1.8, 4.4; Practice UTPE 1.5, 2.2; Assess UTPE 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 4.5

3. Professional Book Club 3-2-1 Response

Individually, you will participate in a professional book club using our text. Each book club will have no more than 3 members that will be randomly assigned at our first-class meeting. Each group will be given a chapter and be responsible to teach the entire class the highlights. Each member will facilitate **ONE section** to discuss using the 3-2-1 template (3: Things Discovered; 2: Connections; 1: Question). This assignment is designed to offer each group more focused opportunities to investigate and share their understanding of critical thinking, social-emotional growth, learning development and behavior of students, including those with specialized and unique learning needs. You will share the knowledge you gained with other groups and discuss how schools and classroom teachers can help students and their families empower themselves as crucial and contributing members in creating a positive, equitable and least restrictive learning environment.

Each Discussion Facilitator will complete a personal 3-2-1 Response Sheet BEFORE the book club meeting. During the meeting the facilitator will lead a discussion of what others in the group found interesting in the reading. The facilitator will encourage the group to share their own connections and questions. Toward the end of the discussion, the facilitator will lead the group to develop a Visual Representation of the group's discussion. The Visual Representation can be a YouTube video, a poster, performance or a roleplay.

You will have 30 minutes to showcase a visual representation of the group's ideas and to lead your discussion.

Introduce MMSN TPE 2.2, 2.4, 2.10, 3.3; Practice/Assess MMSN TPE 2.6, 2.7

Introduce UTPE 1.2,1.3, 4.4; Practice UTPE 1.5, 2.2; Assess UTPE 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4

4. Icebreaker/Energizer Activity

Due: Sign up for date

What are Icebreakers and Energizers? Icebreakers are used to help people feel more comfortable interacting in groups. These icebreakers help the participants learn more about each other in a non-threatening way. They learn to trust and support each other during group work. Energizers are mostly short activities that stimulate thinking, a group's interaction, or spark motivation in learning. We will develop examples of these activities for students with specialized and unique health/mental care needs, including but not limited to: students with orthopedic impairments, the autism spectrum disorder, behavioral and trauma issues.

Examples:

<https://www.bookwidgets.com/blog/2016/10/15-fun-classroom-energizers-for-students>

<http://www.audubonelementary.org/ourpages/auto/2014/10/4/40838143/Energizers%20for%20the%20Classroom.pdf>

<https://www.scholastic.com/teachers/blog-posts/genia-connell/10-fun-back-school-activities-and-icebreakers/>

<https://www.icebreakers.ws/classroom-icebreakers>

With a partner, you will:

1. Choose an icebreaker or energizer activity to foster a productive, inclusive and caring classroom culture.
2. Engage the class in the activity. Explain the purpose of the activity, how and when it could be used in an elementary classroom to promote critical thinking skills, inquiry or problem solving.
3. Illustrate how the icebreaker and energizer activity can help students with special needs feel like they belong in the classroom.
4. 5-7 Minutes in length
5. Upload your Icebreaker/Energizer activity to me via email.

Practice/Assess MMSN TPE 1.7, 2.8

Practice UTPE 1.5, 2.2; Assess UTPE 2.1, 2.2

5. * Signature Assignment: Classroom Website

Individually, you will use <http://www.weebly.com> to develop a classroom website which describes yourself and how you will manage your classroom over the course of the year. You can make up the school and the grade. You must include all the elements listed below to receive full credit. For this assignment, you will develop a website that includes the following:

ELEMENTS

- Something about you
- Classroom characteristics including grade level, demographics, etc.
- Personal philosophy of a culturally responsive classroom culture and values
- Rules, routines, and positive shared values you hope to create in the classroom space with your students
 - Rationale for including these rules, routines, and shared values
 - Strategies to develop students' social-emotional growth
- Working with special needs students (including but not limited to: specific learning disabilities, speech or language impairments, autism, students who have experienced trauma, homelessness, foster care, incarceration and/or who are medically fragile)
 - How you will create your classroom spaces, culture, and routines in ways to help English language learners and students with special needs feel that they belong.
- How parents can reach you
 - Anything parent would like to know about the class where their child will spend one year
 - Examples of how you will include and work with diverse parents and students
- How you will ethically work with other professionals (including administration, colleagues, and related service personnel, professionals), including the cases where needs for collaboration arise regarding students with specific and unique health/mental care needs.

Introduce MMSN TPE 2.2, 2.3, 2.4, 2.5, 2.10, 3.3, 4.3; Practice/Assess MMSN TPE 1.7, 2.6, 2.7, 2.8

Assess UTPE 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 4.5, 6.5, 6.6

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students. Students must demonstrate the ability to speak and write clearly using correct grammar. If a student's work contains grammar errors and/or is difficult to understand, each assignment will be reduced by up to one full letter grade (Points will be deducted). *Students needing assistance with English Grammar are encouraged to visit the HUB.*

2. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

3. For assignments done in pairs/groups all will receive the same grade, unless otherwise stated.

4. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.

5. All assignments are expected on their due dates. No late work will be accepted.

Camino Course Management System

To access course materials and participate in on-line activities, please be sure to review the class Camino site. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password give you access to Camino.

Disability Accommodations Procedure

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2019-2020).

Course Calendar

Date	Topic	Assignments
1/7	INTRODUCTION TO COURSE Instructor Introduction - Icebreaker Activity – <i>My Me Bag</i> - Syllabus Review - Set up Weebly account Class Sign-ups - Professional Book Club - Icebreaker/Energizer Activity Book Club Meeting #1 - Select parts of chapter each person is responsible for - Select weekly 3-2-1 Discussion Facilitators Instructor Lecture: Take Notes! Understanding Student Behavior: Practical classroom management (APA Video) – https://www.youtube.com/watch?v=yCETWG43krY Introduce MMSN TPE 2.2, 2.4, 2.10 Practice UTPE 2.2 Camino E-learning * Start Module #1	Due: 1/14 Module #1 – “My Year as a Teacher” Do: <u>Book Club</u> 1. Reading 2. Book Club 3-2-1 Response Prepare: Icebreaker/Energizer Activity Read: California department of education website (Special education section) – Common Core resources for special education https://www.cde.ca.gov/sp/se/cc/ Introduce MMSN TPE 2.2, 2.4, 2.10 Introduce UTPE 4.4
1/14	FIRST YEAR AS A TEACHER : Engaging Family & Establishing Professional Partnerships DUE: Module #1 – My Year as a Teacher - /Reflection Icebreaker/Energizer Activity Book Club 3-2-1 Response Book Club Meeting #2 1. Confirm reading for next meeting 2. Book Club Discussion Presentation Chapter 2 from text: Bryant (2019) Chapter 2 diversity of appropriate services to students with special needs Introduce MMSN TPE 2.2, 2.4, 2.10, 3.3 Introduce UTPE 4.4 Camino E-learning * Start Module #2	Due: 1/21 Do: <u>Book Club</u> 1. Reading 2. Book Club 3-2-1 Response Prepare: Icebreaker/Energizer Activity Read: California department of education website (Special education section) – Family involvement and partnerships https://www.cde.ca.gov/sp/se/fp/ Practice/Assess MMSN TPE 2.6, 2.7 Introduce UTPE 1.2
1/21	MOTIVATION & THE CLASSROOM MOSAIC Book Club Meeting #3 1. Confirm reading for next meeting 2. Book Club 3-2-1 Response INSTRUCTOR WORKSHOP – The Learning Classroom * Group viewing 1. Video – The First 9 Months: First Year Teacher https://www.youtube.com/watch?v=_785XzjW3D8	Due: 1/28 Do: <u>Book Club</u> 1. Reading 2. Book Club 3-2-1 Response Finish: Module #2 – Making the Grade

	1hr. 20 min. 2. Video – The Classroom Mosaic – Culture and Learning (28 min) https://www.learner.org/series/the-learning-classroom-theory-into-practice/the-classroom-mosaic-culture-and-learning/ What role does culture play in learning? How can teachers develop culturally responsive practices? Supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs. Practice/Assess MMSN TPE 1.7, 2.6, 2.7, 2.8 Practice UTPE 2.2 Camino E-learning * Start Module #3	Read: Bryant et al (2019). Ch. 1 and 5 Inclusive teaching as responsive education, Understanding learners with special needs Introduce MMSN TPE 2.2, 2.4, 2.10, 3.3, 4.3 Introduce UTPE 4.4 Assess UTPE 2.2, 2.3, 2.4, 2.5, 2.6
1/28	WHAT WE DO TEACHING RULES/PROCEDURES DUE: Module #2 – Making the Grade/ Reflection Icebreaker/Energizer Activity Book Club Discussion Handout <u>INSTRUCTOR WORKSHOP – The Learning Classroom</u> * Group viewing 1. Video – Expectations for Success – Motivation and Learning (28 min) https://www.learner.org/series/the-learning-classroom-theory-into-practice/expectations-for-success-motivation-and-learning/ What motivates us to learn? How can teachers create motivating learning environments? <u>Presentation of Chapter 2 of text</u> <u>In Class Activity</u> Working with your partners, develop a plan for the following topics: We will gather after 20 minutes to find common themes – how to make it work. * Managing Student Work * Supports needed to establish and maintain student success in least restrictive environment * Use strategies to support positive psychosocial development and self-determined behavior with students with disabilities. * Creating an Inclusive, Positive Climate and Social Emotional Student Growth * Teaching Rules and Procedures on the first day of school) * Collaborate with Parents/Guardians * Connecting subject matter to real-life contexts through active learning experiences to engage student interest and promote students’ critical and creative thinking. Practice/Assess MMSN TPE 1.7, 2.6, 2.7, 2.8	Due: 2/4 Work on Module #3 – 75 Digital Tools\ Work on Your Website Read: Bryant et al (2019) Chapter 3. Developing collaborative partnerships in schools and with families Introduce MMSN TPE 2.2, 2.3, 2.4, 2.5 Introduce/Assess UTPE 1.2, 4.5

	Introduce UTPE 1.2, 1.3, Practice UTPE 1.5, 2.2 Assess UTPE 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6	
2/4	UNIVERSAL ACCESS TO LEARNING <u>In Class Project Based Learning (PBL) Activity</u> Universal Design for Learning (UDL) * What is it? * Why is it valuable? * How do teachers use it? * How to use UDL while working with special needs students <u>INSTRUCTOR WORKSHOP – Universal Design for Learning</u> 1. Video: “UDL In a Nutshell” https://www.youtube.com/watch?v=gmGgplQkrVw 2. Video “UDL in Action in the Classroom” https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/video-see-udl-in-action-in-the-classroom 3.Video “Principles and Practice” https://www.pinterest.com/pin/162974080236217550/ With a Partner – Design a UDL lesson on how to make a peanut butter and jelly sandwich for a 4th grader. You have 30 minutes to do this and some of you will be presenting your lesson to the entire class. You can use any form you desire to make this presentation. Remember to include students with special needs. Practice/Assess MMSN TPE 2.6, 2.7, 2.8, 4.3 Introduce/Assess UTPE 2.5, 4.4	Due: 2/11 Work on Module #3 – 75 Digital Tools Do: <u>Book Club</u> 1. Reading 2. Book Club 3-2-1 Response Prepare: Icebreaker/Energizer Activity Read: Bryant et al (2019) Chapter 10. Promoting positive behavior and facilitating social skills Introduce MMSN TPE 2.2, 2.3, 2.4, 2.5 Assess UTPE 2.1, 2.3, 2.4, 2.5, 2.6
2/11	MAINTAINING ACCEPTANCE/RESPECT DUE: Icebreaker/Energizer Activity Book Club Discussion Handout <u>Book Club Meeting #4</u> 1. Confirm reading for next meeting 2. Book Club 3-2-1 Response Presentation of Chapter 3 from Text Instructor Lecture: Preventing Bullying in the Classroom Go to Camino to obtain materials * Using strategies to support positive psychosocial development and self-determined behavior of students with disabilities * Identify “Restorative Justice” resources available to promote school safety and reduce school violence. Camino E-learning * Start Module #4 Practice/Assess MMSN TPE 1.7, 2.6, 2.7, 2.8 Assess UTPE 2.3	Due: 2/18 Finish: Module #3– 75 Digital Tools Work On: Class Website Prepare: Icebreaker/Energizer Activity Read: • Simplican et al. (2015) Defining social inclusion of people with intellectual and developmental disabilities: An ecological model of social networks and community participation. • <u>comprehensive breakdown of school personnel</u> Introduce MMSN TPE 2.2, 2.3, 2.4, 2.5 Introduce UTPE 1.2

2/18	IMPLEMENTING RESTORATIVE JUSTICE DUE: Module #3 – Digital Tools and Apps Icebreaker/Energizer Activity Restorative Justice Special Guest Speaker <u>Book Club Meeting #4</u> 1. Confirm reading for next meeting 2. Book Club 3-2-1 Response Camino E-learning * Work on Class Website Practice UTPE 1.5, 2.2, Assess UTPE 2.1	Due: 2/25 Work On: Class Website Do: <u>Book Club</u> 1. Reading 2. Book Club 3-2-1 Response Prepare: Icebreaker/Energizer Activity Read: Wheeler: Ch. 3. Ensuring Ethical Practices in the Delivery of PBIS Introduce MMSN TPE 2.5, 2.10, 3.3, 4.3 Assess UTPE 2.1, 2.3, 2.5, 2.6
2/25	AUTISM SPECTRUM DISORDER Icebreaker/Energizer Activity DUE: Icebreaker/Energizer Activity Book Club Discussion Handout <u>Book Club Meeting #5</u> 1. Confirm reading for next meeting 2. Book Club 3-2-1 Response INSTRUCTOR WORKSHOP: • Signs & Symptoms of Autism Spectrum Disorder Video: Autism Types of Autism Spectrum Disorders Autism by the numbers With a partner - Read your assigned article and present to the class what you learned. Article 1: Physical structure in the school setting Article 2: Visual schedules in the school setting Article 3: Work systems in the school setting Article 4: Visual structure in the school setting Introduce UTPE 4.4	Due: 3/4 Work On: Class Website Do: <u>Book Club</u> 1. Reading 2. Book Club 3-2-1 Response Prepare: Icebreaker/Energizer Activity Reading: Autism Spectrum Disorder: CDC Definitions Strategies for Classroom Management for students with autism. Introduce MMSN TPE 2.2, 2.3, 2.4, 2.5, 2.10, 3.3, 4.3 Assess UTPE 2.5, 2.6, 4.4, 4.5
3/4	WHAT IS IT REALLY LIKE? DUE: Icebreaker/Energizer Activity <u>Guest Speaker: “What Years of Teaching Has Taught Me Working With Special Needs Students”</u> Ms. Bettina Lee Special Education Teacher, Los Altos-Mountain View School District	Due: 3/11 Finish: Complete Website Prepare: Icebreaker/Energizer Activity Prepare to share with class food representing your culture

	* Providing student success in least restrictive environment * Working with agencies and community resources * Developing positive behavior intervention plans Practice/Assess MMSN TPE 1.7, 2.6, 2.7, 2.8 Assess UTPE 4.4 4.5 Book Club Meeting #6 1. Confirm reading for next meeting 2. Book Club 3-2-1 Response	Read: Wheeler: Ch. 8. Evaluating Positive Behavioral Interventions & Supports Introduce MMSN TPE 2.2, 2.3, 2.4, 2.5, 2.10, 3.3, 4.3 Assess UTPE 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4
3/11	LAST CLASS Online: Final Course Evaluation Last Book Club Meeting 1. Confirm reading for next meeting 2. Book Club 3-2-1 Response Presentation of Chapter 5 from Text Describe your favorite food DUE: Icebreaker/Energizer Activity Classroom Website Sharing	Enjoy Your Break! See you next quarter! SPRING 2021

Assignment Excerpts with MMSN additions:

Assignment modified 1. Online module reading/reflection

1. Assignment components: Activities, instructions, and instructional slides will integrate MMSN expectations.
 - In each of slides introduced, the instructor will be sure to specifically encourage teacher candidates to plan and implement ways to foster the sense of belonging and equitable, and still academically successful, learning experiences of students with health/mental care needs

Below are examples of modules that attend to different aspects of creating classroom cultures in support of equitable and least restrictive environments.

1. classroom procedures and routines, and bullying.

 Instructor Workshop Preparing for the first day * Classroom Setup * Teaching Procedures, Routines, and Rules During the First Week of School	Breakout Room Working Group 25 minutes In your preferred grade level breakout room, NOTE your ideas related to the following topics. Upload your Google doc in the Breakout Room Discussion folder for Class #4. How will you? 1. Create a Positive Climate? (chapter 6, p. 96) Draw a picture of your Rewards/ Incentives 2. Communicate with Parents/Guardians? List ways you will communicate 3. Handle challenging students? List an example of a behavior contract. Draw a "calming corner" space. 	Sharing Classroom Management Ideas Breakout Rooms – 20 minutes In your breakout room, share your ideas for: 1. Getting Students' Attention 2. Managing Student Work. 3. Diagram of Center Idea 4. Creating a Positive Classroom Climate Example of rewards, incentives 5. Ways you will partner with Parents/Guardians. 6. Ideas for handling challenging students? Example of a behavior contract and diagram of a calming corner 
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Breakout Room Project - 75 minutes In your Breakout Room: 1. REGISTER for free lessons on Overcoming Obstacles. 2. CHOOSE your grade level span (K-2, 3-5). 3. SCAN through a couple of lessons. 4. DISCUSS what you would do to make this lesson more accessible to your assigned special needs student in your classroom. 5. EXAMINE each of the UDL Guidelines. 6. OPEN your grade level Breakout Room Folder and associated UDL Template in the Google Drive Breakout Room Discussion Folder. 7. MAP your instructional ideas for your Overcoming Obstacles lesson that would meet your special needs student under the corresponding guidelines on your template. See THESE EXAMPLES. For addition help use the Educator Worksheet, and the following resources: Classroom Accommodations for students with ADHD Classroom Accommodations for ELL students Classroom Accommodations for students with autism Classroom Accommodations for students with dyslexia ** Be ready to share your lesson plan accommodations with the class 	Bullying of Students with Disabilities • Students with specific learning disabilities, autism spectrum disorder, emotional and behavior disorders, other health impairments, and speech or language impairments report greater rates of victimization than their peers without disabilities longitudinally and their victimization remains consistent over time (Rose & Gipe, 2019:7) • When assessing specific types of disabilities, prevalence rates differ: 35.3% of students with behavioral and emotional disorders, 33.9% of students with autism, 24.3% of students with intellectual disabilities, 20.8% of students with health impairments, and 19% of students with specific learning disabilities face high levels of bullying victimization (Rose & Eason, 2012:7) • Researchers discovered that students with disabilities were more worried about school safety and being injured or harassed by other peers compared to students without a disability (Seifer & Leach, 2009:7) • When reporting bullying youth in special education were told not to tattle almost twice as often as youth not in special education (Davis & Nixon, 2010:13) • Successful strategies to prevent bullying among students with disabilities include (Rose & Monda-Amaya, 2012): ◦ Teachers and peers engaging in meaningful and appropriate social interactions ◦ Creating opportunities to increase social competence and positive interactions ◦ Schools adopting appropriate intervention strategies that encourage social awareness and provide individualized interventions for targets with disabilities	Bullying Role Play: Your Breakout Room will be assigned ONE of the bullying prevention strategies. Practice a scenario (as if you were a kid) that would portray kids using that strategy, then perform it for the whole class. We will see if we can guess the strategy. • Tell the bully to stop. • Help the victim walk away. • Recruit friends to help the victim. • Befriend the victim. • Get an adult. 
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2. Modules for communication with parents and related school personnel

- An example of the instructional prompts in these modules:
 - *How will you ensure person-centered/family centered planning processes, and strengths-based, functional/ecological approach aimed at students' meaningful participation in classrooms, when they are run by standards-based curriculum, life skills curriculum, and/or wellness curriculum, and when IEP objectives are set out?*
 - *How will you involve parents? specifically in which strategies? Consider and build upon the following strategies.*
 - *Ask for parents' insights to understand students' learning/home environment*
 - *Set and calibrate expectations for student performance in consistent dialogue with parents and students.*
 - *Increase frequency of contacts with parents and personnel responsible for taking care of the students.*
 - *Whom can you reach out to offer better and multi-tiered support for your students with special needs?*
 - *How will you work with the community members to support access to optimal learning experiences for students with mild to moderate support needs?*
 - *What kind of support system do you consider your placement school has established?*
 - *What are ways to partner with parents who would bring lived knowledge of their children and their needs?*

Introduce MMSN TPE 2.2, 2.4, 2.10

Introduce UTPE 1.2, 4.4, 4.5

3. Modules for designing and rearranging physical classroom spaces.

- An example of the instructional prompts in these modules:
 - *Let's imagine and visualize the physical classroom space in a way to explicitly support equitable learning opportunities for every student.*
 - *How do you describe 'equitable,' in regards to the physical classroom space?*
 - *Consider the students with different learning goals and experiences, including those with health/mental caring needs. How will you create the space for them?*
 - *Which physical components (consider your placement classroom/school) should be renovated?*
 - *Which physical and material components do you suggest to newly install?*
 - *If you identify the need for additional budgets, what would they be? With whom should you discuss the issue?*
 - *Present your design idea for creating equitable classroom environments. Make the idea to be present in a specific, practical, and critical way.*
 - *Why do the design components matter?*
 - *How do you expect your students to navigate the space? What does their routine look like?*

Introduce MMSN TPE 3.3, 4.3

Assess UTPE 2.5

2. Rubric applied to assessing the assignment (applied to every module)

Criteria	Ratings			
Completion Rate	15pts 100%	10pts 90-99%	9pts 70-89%	7.5pts 50-69%
Quality of work completed within each module Practice/Assess MMSN TPE 2.6, 2.7 Assess UTPE 1.2, 2.1, 2.2, 2.3, 2.4, 2.5	15pts Identify the places where knowledge of and supportive practices for maintaining a least restrictive, positive social-emotional learning environment, effective communication with students, families, and students with special needs can be applied in the classroom culture and behavioral management plans.	10pts Identifying in general the places where knowledge of and supportive practices for students with special needs can be applied.	9pts Fairly understanding and discussing knowledge of and supportive practices for students with special needs.	7.5pts Vaguely understanding on knowledge of and supportive practices for students with special needs.

Assignment modified 2. Professional Book Club

1. Assignment components: Book club assignment worksheet states how their book reflection will be connected to their practices.

Professional Book Club 3-2-1 RESPONSE SHEET

- **3 THINGS DISCOVERED:** INVESTIGATE AND SHARE OUT THE KNOWLEDGE OF LEARNING DEVELOPMENT AND BEHAVIOR OF STUDENTS
- **2 CONNECTIONS:** INCLUDE REFLECTIONS ON THOSE WITH SPECIALIZED AND UNIQUE LEARNING NEEDS. **DISCUSS HOW SCHOOLS AND CLASSROOM TEACHERS CAN HELP THE STUDENTS AND THEIR FAMILIES EMPOWER THEMSELVES AS CRUCIAL AND CONTRIBUTING MEMBERS IN CREATING EQUITABLE AND LEAST RESTRICTIVE LEARNING ENVIRONMENTS.**
- **1 QUESTION:** IDENTIFY QUESTIONS YOU'D ASK WHEN YOU AND OTHER GROUPS SHARE THE KNOWLEDGE GAINED FROM THIS ASSIGNMENT.

Section Title	Date	3 Things Discovered	2 Connections	1 Question

Assessment Key

- 4 = 20 pts Exemplary** The student gives specific examples that are relevant to the topic read.
3 = 18 pts Satisfactory The student shares general ideas that are relevant to the topic read.
2 = 14 pts Sufficient Some of the student's ideas are related to the topic.
1 = 0 pts Insufficient The student is unprepared to share their ideas.

Introduce MMSN TPE 2.2, 2.4, 2.10, 3.3

Introduce UTPE 1.2, 1.3
Practice UTPE 1.5
Assess UTPE 2.1,2.2, 2.3, 4.4

2. Rubric applied to assessing the assignment

Criteria	Ratings			
Completion Rate	15pts 100%	10pts 90-99%	9pts 70-89%	7.5pts 50-69%
Quality of work completed within each module Practice/Assess MMSN TPE 2.6, 2.7 Assess UTPE 2.1, 2.2, 2.3, 2.5, 2.6, 4.4	20 pts Exemplary - The student gives specific examples that are relevant to the topic, the creation of an inclusive, positive learning environment, and students' social emotional development, particularly taking into account the cases of an ELL student and a student with an identified disability.	16 pts Satisfactory The student shares general ideas that are relevant to the topic read.	12 pts Sufficient Some of the student's ideas are related to the topic.	8 pts Insufficient -The student is unprepared to share their ideas.

Assignment modified 3. Classroom websites (signature assignment)

1. Assignment components: Activities, instructions, and instructional slides will integrate MMSN expectations.

Do not follow the Pedagogy of Poverty (Haberman, 1995) which states:

- Teaching is what teachers do... Learning is what students do.
- Teachers are the ones who are in charge and responsible. Students are unable to be responsible.
- Teachers have different expectations for students with special learning needs.
- Directive pedagogy is the only way to ensure that students learn basic skills.

STAR Teachers

My Contract

Name: _____ Date: _____

These are my goals: _____

These are my consequences if I don't meet my goals: _____

These are my rewards/positive consequences if I meet my goals: _____

My contract will be reviewed on: _____

Signature: _____

Use and enjoy!

Positive Behavior Support

- How does positive support work?
- Introduction to Positive Behaviour Support
- Teacher Behavioral Strategies: A Menu
- Behavior Contracts
- Class Dojo
- How do I set up Class Dojo?

Positive Research Outcomes – youth Napoli, Krech & Holley, 2005)

Results of pioneering studies that examined mindfulness approaches to promote the students' learning experience found:

- Students were better able to generalize learned material to new situations
- Students to be more creative
- Students to be more independent thinkers
- An increase in students' selective attention, a decrease in test anxiety, and teachers' ratings of ADHD behaviors in students
- School staff could benefit from mindfulness interventions themselves

Breakout Room Practice – 30 min

Construct a Restorative Circle

- Decide what kind of restorative circle you'd like to construct?
- In your grade level group, look through the [Educator Tool Kit](#) for circle ideas.
- Create a Google Doc in the [Breakout Room Discussions Folder](#) for Class #7.

Be ready to share your restorative circle with the class.

- What is the purpose of your circle?
- What is the shape of the circle?
- Describe the check in round.
- What are the circle guidelines?
- What talking piece will you have?
- Describe your circle agreements.
- Describe the circle activities.
- Describe your closing round.

RESTORATIVE PRACTICES CONTINUUM

Equity & Identity Work: An empathetic approach to addressing privilege & oppression. Trauma-informed practices. Cultural responsibility along with self-care. Woven through all restorative practices. BP is equity in action.

Connection Circles: Used in classroom to build relationship and community. Prep is beneficial. No pre-conference required.

Paradigm Shift: Behavior as Communication: Used to shift adult mindset by beginning to view behavior as communication of an unmet need. Not intended for students.

Restorative Agreement Conversation: Used to address specific incident or behaviors. Addresses power differential using an adult-focused approach.

Restorative Mediation: Makes the container for participants to address issues, hear impact of actions and repair harm. Allows for equal voice and collaborative problem-solving. Requires readiness & pre-conference.

Solution Circles: Used to create opportunity for all voices affected to be heard. Circular agreement (fair process) with timelines to resolve issue. Pre-conferencing necessary. Consent surveys. Re-integration is paramount.

prevention → intervention

adult-facing → adult & youth-facing

"Show and Tell" Website Breakout Room Sharing 30 minutes

In groups of 3 – share your website in your breakout room

- Provide constructive feedback using the [Partner Website Feedback Form](#).
- Place your feedback form in your partner's [website construction folder](#) in our class Google site.

Elements to Review:

- Classroom characteristics including grade level, demographics, etc.
- Personal philosophy of classroom management and discipline.
- Rules, consequences, and incentives you have in place.
- Rationale for including these rules, consequences, and incentives.
- Restorative practices.
- Examples of how you will include and work with the parents.
- How parents can reach you.
- Classroom expectations.
- Testing dates you can create this year.
- How you will work with other professionals (including administration, colleagues, and resource staff).
- Accommodations for English language learners and students with special needs.
- Anything parent would like to know about the class where their child will spend one year.

2. Rubric applied to assessing the assignment

Criteria	Ratings			
Classroom characteristics	Clearly describes grade level/subject area, number of students, demographics on more than 2 student characteristics (i.e. – % free/reduced lunch, ELL, race, ethnicity, or gender) 20 pts	Generally describes demographics on 2 student characteristics. 16 pts	Only includes grade level and number of students 12 pts	Only includes grade level 8 pts
Personal philosophy about classroom culture and values Assess UTPE 2.2, 2.3, 2.5, 2.6, 6.5	Clearly describes an ethical philosophy of an inclusive, positive classroom culture and values. Includes conditions that encourage learning. 20 pts	Generally describes an ethical philosophy of classroom culture and values. 16 pts	Minimally describes an ethical philosophy of classroom culture and values. 12 pts	The philosophy of classroom culture and values is limited in scope and application. 8 pts
Values, rules, and routines Assess UTPE 2.1, 2.6	Clearly describes each of the rules, routines, and values that constitute your classroom culture. Include how each of the values inform rules, routines and the social-emotional development of students' daily classroom lives. 20 pts	Generally describes values, rules, and routines, including each step of routines. 16 pts	Minimally describes values, rules, and routines. 12 pts	Incompletely describes values, rules, and routines. 8 pts
Working with special needs students Introduce MMSN TPE 2.2, 2.3, 2.4 Assess UTPE 4.4, 4.5	Clearly describes adaptations for ELLs and 2 other special populations. Include specific strategies for adaptations at the level of classroom rules and routines. 20 pts	Generally describes adaptations for ELLs and 2 special populations. 16 pts	Minimally describes adaptations for ELLs and 1 special population. 12 pts	Incompletely describes adaptations for ELLs and 1 special population. 8 pts

Parent interaction Introduce MMSN TPE 2.5, 2.10, 3.3, 4.3 Assess UTPE 1.2, 2.4	Describes 3 specific opportunities for parent partnership AND 3 methods for parent communication, including those for parents with ELL students and students in special needs. 20 pts	Describes 2 specific opportunities for parent partnership AND 2 methods for parent communication, including those for parents with ELL students and students in special needs. 16 pts	Describes 1 specific opportunity for parent partnership AND 1 method for parent communication. 12 pts	Incompletely describes specific opportunities or methods for parent communication. 8 pts
Collaboration with professionals Practice/Asses s MMSN TPE 1.7, 2.6, 2.7, 2.8 Assess UTPE 4.5	Describes 3 specific ways to collaborate with 3 specific professionals (e.g., administrators, related service personnel in school, and community service providers), including those who will offer systems in support of ELL students and students with special needs. 20 pts	Describes 2 specific ways to collaborate with 2 specific professionals (e.g., administrators, related service personnel in school, and community service providers), including those who will offer systems in support of ELL students and students with special needs. 16 pts	Describes 1 specific way to collaborate with 1 specific professional (e.g., administrators, related service personnel in school, and community service providers). 12 pts	Incompletely describes specific ways to collaborate with professionals. 8 pts