

EDU 502 Positive Learning Environment Fall 2021 Syllabus

Instructor	Office	Phone	Email
Dr. Jessie Torelli	GRH 1013 Office Hours: Tuesday 10-12, 2-3 Wednesday 1-3 Thursday 10-12 and by appointment Sign-up link	Off.: 270-745-4054 Fax: 270-745-0000	jessica.torelli@wku.edu

Address: Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: Teacher Certification or Instructor Permission
Co-requisite: EDU 521

Required Texts:

There is no required textbook for this course. Readings and videos will be uploaded to Blackboard.

Primary Course Website: Blackboard

Graduate Catalog Description:

Methods and models of positive behavior management in group settings for school-aged learners.

Course Objectives:

1. Understand the effects of the cultural and environmental milieu of the child and the family on behavior and learning (ASCI K1, KTPS 1c)
2. Develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences (ASCI S1, IIC.4.S3, KTPS 2a, 2b, 3e)
3. Analyze data for data-based decision making to develop behavioral programming (IIC.5.S7, IIC.4.S6, KTPS 2b)
4. Analyze function-based interventions for modifying instructional methods and the learning environment (ASCI 3 K6, IIC.4.S6, KTPS 3d, 3e, 3f, 6d)
5. Develop specific procedures for increasing desired behaviors, such as token economies, behavior contracts, group contingencies, and preference and choice (IIC.6.K7, IIC.5.S2, KTPS 2a, 2b, 3d, 3f, 6d)
6. Develop collaboration skills with other professionals through the use of reciprocal peer coaching on classroom management strategies. (KTPS 1c, 3a, 9b, 9c, 9d, 10b, 10f, 10h, 10i)

Course Meeting Times

This course is primarily completed asynchronously. We will meet synchronously three times throughout the semester on **Tuesdays 5–6 pm** via [this Zoom link](#). I encourage you to try to attend these classes live, particularly the first meeting, if possible. However, I will record the session and post it to Blackboard for those unable to attend. **Zoom class dates are: 8/24/21, 10/26/21, and 11/9/21**

Course Assignments, Projects, and Evaluation

You will be evaluated based on your performance in completing assignments. I aim to provide feedback within one week of assignment submissions, and usually provide feedback much sooner (e.g., 24–48 hours). You will not be expected to move on to the next phase of strategy implementation (e.g., start peer coaching) until I have provided feedback.

- **Video submissions:** You will submit 10 minute videos two times per week of instruction during a pre-specified time of the day. We will provide detailed instructions on times of the day that will work well for these videos and how to submit them. You will receive peer feedback on these videos and use them to demonstrate improvement in your implementation of practices covered in the course. Efficient demonstration of each targeted strategies may decrease the number of videos you need to submit later in the semester. You will be assessed on the completion, video quality (e.g., viewers can see and hear you), and the timeliness of your videos. Timeliness is important because you will receive prompt feedback from your peer coach on each video, and you will need to apply their feedback in your next video submission.
- **Peer coaching forms:** You will be assigned a peer buddy you will work with throughout the semester. You will serve as peer coaches for each other. For this assessment, you will watch each video your peer submits and provide feedback on their targeted strategy within 24 hours of their submission. You will be assessed on the completion, quality, and timeliness of your written feedback.
- **Strategy demonstrations:** Based on your video submissions during the first week of class, we will select four classroom management strategies for you to improve upon, one at a time, throughout the course of the semester. Through your video submissions, you will be assessed on the extent to which you improve upon each of these strategies.
- **Module assessments:** You will complete a total of 8 modules. Each module will have a 30-point assessment in Blackboard in which you will demonstrate your knowledge of the strategy. Four of these modules will be on specific classroom management strategies you will target in your video submission and through peer coaching. Specific deadlines for strategy modules may vary by student.

All assignments are due at 6:00 pm on the date due.

Course Evaluation: (based on accumulated points)

Course Assignments	Points
Classroom Management and Peer Coaching Project	
Video submissions	250
Peer coaching forms	250
Strategy demonstrations	260
Module assessments	240
Total points	1000

(See course schedule in separate file)

Grading Scale

93 – 100% = A
86 – 92% = B
77 – 85% = C
76 – 69% = D
Below 68% = F

Class Time Management

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Emails to Instructor

You are expected to check the course site and your email on a daily basis for class notifications/updates. If you do not read the announcements on the course site and your email, you will not be up to date on any changes or assignment instructions and clarifications. Failure to read the announcements on the course site or your emails will not be an acceptable excuse for late assignments. All email will be sent to your WKU email address - I send whole class emails through the blackboard and your WKU email address is what is listed there. Check with the help desk if you want to have your email forwarded or changed.

Allow the professor 24 hours to respond to your emails. Like you, there are days that I set aside for rest. Weekends are for work at my discretion. Make sure you do not wait until Saturday to ask me a question or you may not be able to reach me before the deadline. I will not be online most weekends.

Naming Files

Name all files last name_first initial_assignment name

Participation and Communication

When referring to classroom observations, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Please use "person-first" language. Person-first language means you always refer to a person first and the disability second. For example, a person with autism is correct –autistic student is incorrect. Points will be deducted for misuse of person-first language.

Student Disability Services

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Reading Support

The **WKU Center for Literacy** is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at literacy.center@wku.edu to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

Writing Center Assistance

WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper through The Writing Center. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The *WKU Glasgow START Center/Writing Center* will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

Statement of Diversity

We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. [Read the full policy here.](#)

Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center: <https://www.wku.edu/sarc/>

COVID-19

All students are strongly encouraged to get the COVID-19 vaccine. Students who are fully vaccinated will not be required to wear masks or to quarantine if exposed to the virus. Based on the latest CDC and KY public health guidance, WKU will require the wearing of masks while indoors for those who have not been fully vaccinated to protect themselves and others. Persons not fully vaccinated must quarantine if exposed to someone with Covid-19. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Audio/Video Recording Policy

Live class sessions may be audio or video recorded. The purpose of these recordings is for students in the course to watch or re-watch previous class sessions. These recordings are for educational use only and may only be viewed by students in the course. Students may not record class sessions without written instructor permission.

Standards Addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. (1c)	Module assessments Strategy demonstrations
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (2a, 2b)	Strategy demonstrations
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. (3a, 3e, 3f)	Peer coaching forms Video submissions Strategy demonstrations
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	N/A
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	N/A
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. (6d)	Video submissions Strategy demonstrations
Standard 7. Planning for instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	N/A
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	N/A
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (9b, 9c, 9d)	Video submissions Strategy demonstrations Peer coaching forms
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession. (10b, 10f, 10h, 10i)	Peer coaching forms

Course Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives/Student Learning Outcomes	KY Teacher Performance Standards
Video submissions	Objectives 1, 2, 3, 4, 5 SLO 2, 5	3, 6, 9
Peer coaching forms	Objectives 3, 4 SLO 2	3, 9, 10
Strategy demonstrations	Objectives 1, 2, 3, 4, 5 SLO 2, 5	2, 3, 6, 9
Module assessments	Objective 1	1
Total Clinical hours for above experiences: 12		

Student Learning Outcomes of Required Courses in Advanced Teacher Education:

Student Learning Outcomes	Demonstrate content knowledge of the academic discipline	Display the dispositions and skills of a professional educator	Evaluate data to inform instructional decisions	Integrate technology purposefully in instruction	Exhibit teaching competence in a clinical environment
EDU 502		✓			✓
EDU 503					
EDU 694			✓		
EDU 580	✓			✓	
EDU 560/TCHL 560		✓	✓		

	CAEP Key Assessment Area	Type or Form of Assessment	KTPS Alignment	Timing of Assessment
1	Candidate Knowledge (Content)	Curriculum Project- 580	2: Learning Differences 4: Content Knowledge 5- Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice	Middle
2	Professional Skills and Dispositions	Dispositions and Skills Evaluation- 502 (beginning) and 560 (end)	1- Learner development 2- Learning Differences 9- Professional Learning and Ethical Practice	Beginning, End

3	Data and Research driven decision making	Leadership Project- 560	9- Professional Learning and Ethical Practice 10- Leadership	End
4	Integration of Technology in the discipline	Curriculum Project- 580	2: Learning Differences 4: Content Knowledge 5- Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice	End
5	Clinical Practice (integrated practices of diversity)	Classroom Management and Peer Coaching Project- 502	1- Learner development 2- Learning Differences 3- Learning Environments 6- Assessment 9- Professional Learning and Ethical Practice	Beginning