College of Charleston  
MTLA 604  

Identifying and Sustaining Effective Learning Communities  

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Course Description (cr = 3)  

This course examines the interaction of classroom environment and teacher pedagogy as it relates to successful learners. This course will address issues central to creating a supportive environment, with particular attention to diversity and the situational needs of learners in grades K-12. Students will be asked to explore topics related to creating an effective learning community for all learners in an inclusive classroom. This course will also examine alternative assessment as it relates to teacher effectiveness and inclusive classroom communities.  

Text and Materials  

Required Reading:  

- All Internet-based articles, websites, and online reference materials contained or referenced in this syllabus must be covered thoroughly.  

Suggested Reading:  

Course Learning Outcomes

All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency (ETC) which are at the heart of the SOE Conceptual Framework:

1. Understanding and valuing the learner,
2. Knowing what and how to teach and assess and how to create environments in which learning occurs, and
3. Understanding yourself as a professional.

These three competencies underlie all learning objectives in this course, helping the candidate develop the knowledge, skills, and dispositions necessary to become an effective teacher. Upon successful completion of this course the student should be able to...

1. Make decisions regarding the learning community based on:
   - A research-based philosophy of management,
   - Knowledge of students' basic psychological needs,
   - Developmentally appropriate practice,
   - An understanding of strategies for developing collaborative learning communities,
   - Thoughtful development of classroom organization and routines, and
   - Research-based strategies for evaluating and correcting unproductive behavior.
   (SOE I, III, V; NCATE 1, 3B, 3C, 3D, 3E; NMSA 8.D5, D6; NAEYC 1, 4A, ACEI)

2. Design physical environments that support curriculum and individual needs and interests of children.
   (SOE I, II, III, VI; NCATE 1, 3B, 3C, 3D, 3E; NMSA 1.K3, 1.P3, 1.P8; NAEYC 1, 3, 4, 4A, 4b, 4C; ACEI)

3. Describe and plan for learning environments that promote:
   - Diversity, Communication, Mutual respect, Collaboration and cooperation, and Family and community involvement.
   (SOE I, II, V, VII; NCATE 1, 2I, 3A, 3B, 3E, 5C; NMSA 8.P2, 1.P10; NAEYC 1, 2, 4, 4A, 4B; ACEI)

4. Develop a research-based classroom management approach that is preventative, supportive, and corrective by:
   - Discussing management issues relative to positive educational change.
   - Analyzing student, teacher, and environmental variables in relation to relevant management strategies.
   - Discussing and understanding effective management for the individual classroom in the context of the total school and community.
   (SOE I, II, V; NCATE 1, 3B, 3D, 3E, 5C; NMSA 1.P7; NAETC 1, 2, 3, 4)

5. Develop an effective filing and record keeping system by providing professional assistance to other teachers in classroom situations.
   (SOE I, VI; NCATE 1, 3B, 3E, 4, 5B, 5C, 5D; NMSA 2.P3; NAEYC 1, 2, 3, 4, 5)

6. Analyze and evaluate classroom plans and approaches
   (SOE I, II, V; NCATE/ACEI 1, 3B, 3D, 3E, 5C)
7. Plan and discuss strategies that develop, encourage, and prepare students to live in a multi-class, multi-ethnic, multi-cultural, and multi-national world by providing the necessary training to Parents, Teachers, and additional school staff.

(SOE III, IV, VII, CEC I.1, I.4)

8. Improve instruction and conduct by:
   - Using the appropriate behavioral and cognitive strategies.
   - Discussing the principles and procedures of applied behavior analysis in motivating and instructing students and managing behavior.
   - Discussing the use of social skills, peer mediation, conflict resolution among other approaches to assist with managing behaviors in various instructional environments.

(SOE I, II, III, IV, V, VI, VII, CEC I.3, II.1, II.4, II.7)

SOE = School of Education Teaching and Learning Standards
ISTE = International Society for Technology in Education National Educational Technology Standards for Teachers
ACEI = Association for Childhood Education International
NAEYC = National Association for the Education of Young Children
NMSA = National Middle School Association

COURSE REQUIREMENTS (Download a Paper Version Here:

- All work is to be submitted before the beginning of class on due date or it is late. All projects will be submitted as directed in class. Do not email your assignments.
- Details for assignments are discussed completely in class. If you do not understand, it is your responsibility to ask questions well before the assignment is due, not when an assignment is submitted or after a grade has been earned.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>RUBRIC</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5% - (potential)</td>
</tr>
<tr>
<td>This will be based in-part on attendance, paying attention (not doing other activities such as unrelated web surfing, texting and emailing) and active involvement in class discussion/activities. Do not be a &quot;passive learner.&quot; Criteria includes &quot;active&quot; class participation, absences, preparation, distractions, and professionalism.</td>
<td>1-5 = Attendance &amp; Active Class participation.</td>
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</table>
Class Assignment

This will be a selected topic arranged in class for you to present and teach to the class group. This should involve a combination of information presentation (with tech support) as well as active participation from the group. The percentage mix of these and other approaches is up to you. The primary focus is a full coverage of information and issues in the topic.

You will likely have a couple hours in which to teach the lesson. Handout materials (at least a summary and/or your own lesson objectives) are assumed to be an appropriate inclusion. You may be teamed with a classmate for this activity or work solo. This will be worked out on the first day.

Classroom Management in Learning Communities

1: Classroom Management: Statement of Philosophy

You will write your management philosophy (draft 2-3 pgs) that will include your current beliefs about education, student needs, the purpose of schooling, and researched management techniques and options. Reflect on how your philosophy has evolved or changed and how it will likely change in the future. You will submit this as a first draft but it should be substantial and well-thought out.

DUE: September 7

Later, you will revise and resubmit this philosophy with part 2 of the plan. Reflect on the evolution of your philosophy during this course and explain what has changed. If little has changed then explain why your steadfast views are maintained. (Final: approx. 3-4 pgs.)

DUE: November 9

2: Behavior Management Plan

Students will develop a behavior management plan that addresses a diverse/inclusive k-12 classroom. Topics to be addressed include:

1. Understanding
students' needs
2. Establishing positive teacher-student relationships
3. Establishing positive peer relationships
4. Working with families
5. Developing classroom standards, expectations, and goals
6. Motivating students to learn

In this plan, you will include age appropriate strategies that could be used in the classroom. You must specifically address cultural, ethnic, racial, linguistic, and academic diversity in your plan.
DUE: November 9

Learning Community Research and Analysis Project

RESEARCH PAPER: Choose a specific model or type of learning community.

Research its philosophical and pedagogical underpinnings along with a full range of issues for implementation and development. The primary focus will be on (a) the pros and cons of this model and distinguishing it from other models and (b) issues for developing and implementing such a model. What is its purpose? What is its advantage? For what population? Are there problems for any of the constituencies? Etc.

Write a 4-6 page paper on your chosen LC Model and implementation issues.

(APA style is required).

20% - (potential)

14-15 = Paper <4 pages or <5 references -with-too many APA errors or tech-presentation lacks development.

16-17 = Paper 4-5 pages or 5-6 references. APA & Tech is acceptable.

18-19 = Paper >5 pages and 7-12 references and acceptable APA compliance and technology
The paper should address:

A review of the literature related to the topic (use scholarly references - beware: not too much Internet)

An analysis of the philosophical assumptions and those issues mentioned above.

An analysis of the practical impact of implementing this model on specific learners.

A discussion of how various constituencies are affected by such implementation and what the research suggests about effective strategies for a successful implementation.

**PRESENTATION:** Create a 15 minute presentation on your paper to share it with the class.

Your presentation should include PowerPoint or other presentation technology support.

**Assessment in Learning Communities**

Design an assessment that would allow for the learning of diverse students to be measured effectively. Think about the integrated learning goals, outcomes and criteria of the Learning Community.

This must involve not only levels of performance across a range of criteria and the grading judgments to be made accordingly but also the tools, procedures and administration methods for doing so. I.e., all quizzes and tests, check lists, observation instruments and more must be created along with explanations to the teacher on administering those instruments.

Also consider the practicalities of administering the assessment between different participating faculty, combined classes or other models of the learning community. I.e., Co-teaching versus separate class situations, etc.

**PRESENTATION well-developed.**

20 = All of the above plus complete APA compliance and multi-media (video) to enhance a quality tech-supported presentation.

Higher scores are based on:

- word processing
- organization of paper
- comprehensive and insightful coverage

**20% - (potential)**

15-16 = Procedures and methods explained well. Criteria clearly defined with grading system.

17-18 = Above plus 1-2 well-developed data-collection instruments.

19-20 = Above plus at least 3 instruments of at least 2 different types (quiz vs. observation, etc.).
**FINAL PROJECT: Design a Learning Community**

Choose any 2 of your own university courses either from the recent past or current. Or choose any two K-12 courses that you have taught or with which you are very familiar. Create a (miniature) learning community based on those two courses. You're welcome to assume and suggest a larger learning community scenario of which these 2 courses are a component. Select an appropriate learning community model or type and follow the protocols for such a model throughout.

*Address the following elements:*

1. **MODEL:** What is the LC model? Will it involve a cohort arrangement? Separate classes? Co-teaching? etc. Provide 2-3 scholarly references supporting and perhaps explaining the selected model.

2. **STUDENTS:** What is the population? This LC is for whom? Why? Provide a justification along with a detailed explanation of the students. Include the overall bigger picture of the school, community or other settings that might be relevant.

3. **FACULTY:** What faculty and administrators will be affected? Who are they? What are their concerns, interests, apprehensions, etc. Be realistic. See #6 below.

4. **LEARNING:** How the learning objectives will be changed from separate, discrete and isolated goals to become integrated, combined and shared outcomes. What were they? What will they now be? Why? Again, a justification must be explained or implicit.

5. **INSTRUCTION:** #4 again with experiences, assignments and activities. What were they and how are they now integrated and shared?

6. **IMPLEMENTATION:** How will you, as the leading change agent, approach and assist all constituencies with the change? How will you approach their concerns and...

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Higher scores are based on:

- word processing quality
- organization of paper
- avoiding redundancy

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25% - (potential)

*< 21 = Less than 7 elements sufficiently addressed or no presentation.*

*21-22 = Only 7 elements sufficiently addressed and no tech support.*

*23-24 = All 8 elements comprehensively addressed and well organized (no tech support). 7 out of 8 elements sufficiently covered with tech-supported presentation.*

*25 = All 8 elements plus a quality PowerPoint or other technology support for final presentation.*

Higher scores are based on:

- word processing quality
- organization of paper and materials
the changes? How will you approach their concerns and difficulties? What solutions are you offering for the various issues involved? i.e., what is the plan? And, its success lies in the details. (students, faculty, administration, parents, community). Be sure to address the possible rogue faculty member who holds out against the change.

7. **MANAGEMENT**: What management and support system are you putting into place to help execute and monitor the new approach? Who’s involved? What are their duties? What do they do and how do they report it and to whom? Note: Students needs / Faculty needs, etc. Keep in mind, you’re monitoring both the affective and social issues for students as well as the academic.

8. **ASSESSMENT**: How and when will you assess the program? Criteria, timing, tools, methods, etc. Create them. Distinguish formative from summative assessments. Include both the overall concerns and the minutia of specific data that would be collected, analyzed, reported and used for improvements.

**Presentation**: You will present your final LC in class (approx. 20 minutes). See assessment criteria (right).

*It is expected that this project will likely be 8-12 pages long not counting data collection instruments. Follow APA where appropriate.*

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**Grading & Evaluation**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>91-92</td>
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<tr>
<td>B+</td>
<td>89-90</td>
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<tr>
<td>B</td>
<td>86-88</td>
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<tr>
<td>B-</td>
<td>84-85</td>
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<td>C+</td>
<td>82-83</td>
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<td>C</td>
<td>79-81</td>
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<tr>
<td>C-</td>
<td>77-78</td>
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<tr>
<td>D+</td>
<td>75-76</td>
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<tr>
<td>D</td>
<td>72-74</td>
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<tr>
<td>D-</td>
<td>70-71</td>
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<tr>
<td>F</td>
<td>&lt; 70</td>
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</tbody>
</table>

5. **Overall Participation**

10. **Class activity**

20. **Management Philosophy & Plan**

20. **Learning Community Research Paper & Presentation**

20. **Assessment Plan w/ Instruments**

25. **Final: Learning Community & Presentation**

100. **Total Value**
Expectations and Policy Notes

1. Regular and punctual class attendance
2. Active class participation is expected and necessary
3. Timely submission of projects with related documentation
4. Regular communication with an "e-mail buddy" – a classmate is a good idea. See #18 below.
5. Regular communication with instructor via email as may be necessary.
6. Students are expected to check their email at least twice each week.
7. Students need to keep up with fast-paced course activities.
8. The mere completion of class activities, or even completion of assignments are, alone, NOT sufficient preparation for exams.
9. Students will practice on their own, experience frustrations and difficulties and thereby develop problem solving skills.
10. Remove all caps and hats prior to class.
11. Negative behavior/participation can result in dismissal and affect the final course grade.
12. The appearance of apathy or disinterest will unquestionably produce in-class difficulties and low course achievement.
13. Student’s ability to complete assignments independently is a factor in evaluation and grading. - Do not share your work.
14. Assignments submitted late may be refused or penalized points AT INSTRUCTOR’S DISCRETION
15. A grade of INCOMPLETE will NOT be an option.
16. Students may use university-based computer facilities or any personal computers to complete the course activities. The course does not assume that you have a personal machine off campus and expectations will not be adjusted to meet your personal

Disabilities, etc.

ADA ACCOMMODATIONS: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to "reasonable accommodations." The instructor must be notified during the first week of class of any accommodations needed.

Performance Data:
Performance data will be collected on candidates enrolled in the undergraduate program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.

Also...

- No cell phone technologies in class
- No text messaging during class
- Do not print assignments in class
- MOST IMPORTANT: DO NOT use class time to work on assignments or other activities unless directed to do so by your instructor. Participate in the ongoing class activity.
adjusted to meet your personal equipment resources.
17. Students must NOT share homework and assignment tasks nor products unless specifically assigned otherwise. All work must be your own. All work must be original for this course and not taken from work completed in other courses. Unlike homework or assignments, general class notes taken from lecture or other instructional experience or study guides and such can be shared with an e-mail buddy or fellow student. Be sure you understand this distinction.
18. Students are expected to keep backups of all formative and summative materials. Submitted work may not be returned and you must be prepared to resubmit as needed. Keep backups of your backups with another copy hidden elsewhere.

Attendance Policy:

Attendance is extremely important. You are responsible for all content and assignments for each class. While attendance may not be taken formally and points are not allocated or penalized on a day-by-day basis, missing class WILL HAVE AN EFFECT ON YOUR COURSE GRADE. Certainly, a participation grade will suffer most directly but it is clear that absences and even being tardy or leaving early will have an effect on the quality and completeness of course assignments.

There is no such thing as an excused absence. Missing a class cannot be UNdone. The opportunity and experience are past and gone. The instructor will not provide "make-up" opportunities nor provide summaries of those missed experiences. If materials were already available, then you can still acquire copies of those if they have not run out. But, lecture notes or discussion summaries or a review of instructions or other instructor comments will likely NOT be available. Your best resource will (like suggested in #4 above) contacting a classmate to ask for their class notes. Making PRIOR arrangements with the course instructor is the best strategy for handling necessary absences. Of course, missed time is still missed time.

Honor System:

All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of "XF" for the course.
## Class Schedule:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Class Dates</th>
<th>Topic/Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 24</td>
<td>Discuss course requirements and other details. Dropbox - WP - Intro to LC’s</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug. 31</td>
<td>Training vs. Education. Learning Objectives</td>
<td>Primary National Resource <a href="http://www.evergreen.edu/washcenter/pResources.asp?pid=73">http://www.evergreen.edu/washcenter/pResources.asp?pid=73</a></td>
</tr>
<tr>
<td>4</td>
<td>Sept. 14</td>
<td>Models and Types of LC’s: Implementation Issues</td>
<td>Maricopa Community College District <a href="http://www.mcll.dist.maricopa.edu/llcmonograph/index.html">http://www.mcll.dist.maricopa.edu/llcmonograph/index.html</a> <a href="http://www.classroommanagementworkshops">http://www.classroommanagementworkshops</a>...</td>
</tr>
<tr>
<td>9</td>
<td>Oct</td>
<td>LC Paper Presentations</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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http://elearning-reviews.com/...  
http://frank.mtsu.edu/~sconf/proceed99/Martin.htm |
| Nov. 2 | Technology & LC’s            | Riel, M. & Fulton, K. (2001, March). The role of technology in      
Order through Phi Delta Kappa. Contact Terri Hampton at (800) 
766-1156 |
| Nov. 9 | Diversity in LC’s            | http://farwestgreat.org/A05-06/MTA/MTAIs3cultdivand1img.pdf  
| Nov. 16| FINAL Presentations          |                                                                       |
| Nov. 23| Thanksgiving - no class      |                                                                       |
| Nov. 30| FINAL Presentations          |                                                                       |