

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Early Childhood and Special Education**

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**ECSE 4210  
Advanced Management of Learning Environments  
3 SEMESTER HOURS**

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**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands 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.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans 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.

Standard #8: Instructional Strategies. The teacher understands and uses 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.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course; ECSE 3210; ECSE 3220.** Review and implementation of fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in classrooms. The role of functional behavioral analysis and teachers' responsibilities in this process will be defined. Teacher candidates will synthesize information enabling them to effectively manage learning environments, collect data, and evaluate their ability to manage student learning and social behaviors in fourth- and fifth-grade classrooms. A field experience, as prescribed by the instructor, is required for this course.

## **REQUIRED RESOURCE MATERIALS**

[The Iris Center Resources Locator](http://www.iris.peabody.vanderbilt.edu/iris-resources-locator)

<http://www.iris.peabody.vanderbilt.edu/iris-resources-locator>

**COURSE OBJECTIVES** – *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses). The teacher candidate will:*

1. Demonstrate and evaluate effective methods, including selection of teaching formats with particular attention to direct instruction and the inquiry method that result in development and learning for students in regular / general education and resource rooms (InTASC 1,2,3,4,5,7,8, EDL3.1)
2. Design and evaluate strategies for collaborating with students, families, and colleagues related to the development and implementation of Individualized Education Programs (InTASC 1,2,3,4,5,9, 10 EDL 3.2)
3. Collect, analyze, and use formal and informal, formative and summative data throughout the practicum experience to manage an effective learning environment for students (InTASC 1,2,3,4,5,6,7,8, AL 3 3.1)
4. Consistently apply legal and ethical principles in planning and managing an effective learning environment and advocating for students to be in the least restrictive environment (InTASC 1,2,3,4,5,6,7,8,9,10, ELD2.2)

5. Plan, implement, and evaluate differentiated instruction (e.g., homogenous and heterogeneous grouping based on achievement and age) and modifications of the classroom environment for students with diverse developmental and learning needs (InTASC 1,2,3,4,5,6,7,8, CPL 3.1)
6. Identify the role and responsibilities of the special and general educators in the design of Individual Education Programs (IEP), including identification, referral, IEP development, and implementation (InTASC 1,2,3,4,,7,8, 9, 10, CPL 3.2).
7. Use assessment data to monitor student progress and make data-based decisions according to progress trends. (InTASC 1,2,3,4,5,6,7,8, AL 3 3.1)
8. Locate resources regarding assistive technology for students with exceptionalities (InTASC 1,2,3, TL2.1).
9. Analyze classroom and student needs in organizing and planning instruction for special populations, including the design of accommodations and the use of assistive technologies (InTASC 1,2,3 TL 3.3.) .
10. Identify and demonstrate appropriate instructional materials and methods for students with high and low incidence disabilities and the accommodations that can be made for them in general education classrooms (InTASC 1,2,3,4,5,7,8, DL 3.1) .
11. Describe effective curricular and instructional approaches and accommodations that ensure access to the content areas, including literacy, mathematics, and writing (InTASC 1,2,3,4,5,7,8 DL 3.1).
12. Identify and implement research-based strategies for increasing students' academic needs and promoting the social integration of students with special needs in general education classrooms (InTASC 1,2,3,4,5,7,8 CPL 3.1).

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Children’s Book Assignment: Each teacher candidate will choose a children’s book that includes or features a child or children with a disability. A rubric is provided that will allow you to complete a reflection of your perceptions regarding how the child/children were portrayed in the book.
2. Assistive Technology (AT) Resource Guide for Teachers: This is a project to allow you to begin to investigate the multitude of assistive technologies that are available for students with disabilities. The teacher candidate will complete and select the required resources individually and then collaborate with class partners to create a final resource guide.

Teacher candidates will select five AT resources (2 low-tech, 2 mid-tech, 1 high-tech) for the following areas:

|                 |                                   |  |
|-----------------|-----------------------------------|--|
| Computer access | Writing                           | Augmentative/alternative communication |
| Reading         | Math                              | Recreation and leisure                 |
| Daily living    | Positioning, seating and mobility | Vision                                 |
| Hearing         |                                   |  |

***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty (TL.2.1) (CO 3,6,7).***

3. Online Modules/resource assignments: The teacher candidate will complete online modules at

[The Iris Center Resources Locator](http://www.iris.peabody.vanderbilt.edu/iris-resources-locator)

<http://www.iris.peabody.vanderbilt.edu/iris-resources-locator>

Teacher candidates will view the Module, [Assistive Technology: An overview](#), [Intensive Intervention Part 1: Using data to intensify instruction](#) and [Intensive Intervention Part 2: Collecting and analyzing data for data-based individualization](#). Read through all components of the module, from Challenge to

Assessment. Submit responses to questions found in the Assessment portion of the modules. A rubric is provided.

**Module Assessments** are worth 20 points and will be evaluated by the completeness and the quality of the response and submitted into the designated Dropbox in Blazeview. Generally, module assessment responses will earn points according to the following guidelines:

- 5-10 points – Response is incomplete or inaccurate; does not fully answer all questions asked; typically is only a few sentences in length and/or does not examples.
- 11-15 points – Response answers all parts of question asked accurately; a basic response; little elaboration and/or few details, an example is provided.
- 16-20 points – Response answers all parts of questions asked accurately, is complete and well-thought out; provides examples.

4. Academic Intervention Project: Teacher candidates will review a targeted student's records, draft an Abbreviated IEP on the student consisting of at least one academic goal, target that academic skill for intervention, collect baseline (pre-intervention) data, plan and implement a research-based academic intervention, collect intervention data, and provide a visual representation of the results. During completion of the intervention project, each teacher candidate will analyze the data collected each day, identify any needed changes to make for the next day's lesson, and note those changes on the lesson plan (or identify that no changes are necessary based on the data collected and reviewed) and complete a fidelity checklist. Additionally, the teacher candidate will digitally record one of the lessons during the project. At the conclusion of the project, each teacher candidate will write a reflection paper about the effectiveness of the intervention. Each teacher candidate will share the results of the intervention and his/her reflection with the mentor teacher, the classroom instructor and the class. Teacher candidates will present their project to the class for a final presentation grade (CO 3,4,5,8,9,10).

***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty (TL.3.3).***

#### **Academic Intervention Project Portfolio Content**

You will submit lesson plans for each session of your project. The lesson plan format used will be approved by the instructor. Worksheets and a rubric are provided. The project will include:

- Individual Education Program with specific academic goal
- Research-based Intervention Article with summary
- Baseline and Intervention Data with copy of student work or original data sheets
- Treatment fidelity checklist
- Graph with baseline and intervention data
- Digital Recording (1)
- Class Presentation (Cumulative Final Project Presentation)
- Reflection Paper

5. Differentiation Strategy Portfolio: Each teacher candidate will compile examples of differentiated strategies that either was implemented or observed in the practicum placement for both homogeneous and heterogeneous groups. Teacher candidates must include at least 6 different strategies and how the strategy can be differentiated for both homogeneous (special education classroom) and heterogeneous groups (general education classroom). Examples of evidence of differentiation should be provided (pictures or work samples) and presented as a class presentation. A rubric is provided.

6. Journal assignment: Each teacher candidate will develop a log of their practicum experience. Each day of practicum should be included. Retelling, reflection and analysis of your experience should be included in the journal. Effort devoted to this assignment should be evident. A rubric is provided.

7. Class participation/interaction: This class will utilize [Blazeview](#) to post class documents, readings, assignments, and activities. Students are expected to read the assigned resources, complete assignments and activities, and arrive at class fully prepared to discuss the assigned material and/or ask questions about the information or related issues presented in the readings or assignments. Free discussion and expression are encouraged in this class and students are expected to fully participate in class discussions and activities.

## **COURSE EVALUATION**

|   |                   |
|---|-------------------|
| 1. Class participation and attendance   | 44                |
| 2. Book review assignment   | 25                |
| 3. Online modules (3 @ 20)  | 60                |
| 4. Assistive Technology Resource Guide  | 100               |
| <i>This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty (TL.2.1) (CO 3,6,7).</i> |                   |
| 5. Academic Intervention Project  | 100               |
| <i>This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty (TL.3.3).</i>            |                   |
| 6. Differentiation strategy assignment  | 50                |
| 7. Journal assignment   | 30                |
| <b>TOTAL POSSIBLE POINTS</b>  | <b>409 points</b> |

Grade Scale:

**A= 409-368 B=367-327 C=326-286 D=285-245 F=244 and below**

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and below

## **ATTENDANCE POLICY**

"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (VSU Undergraduate Catalog 2013-2014, p. 77).

## **ASSIGNMENTS**

All assignments are due at the beginning of class on the day they are due. An assignment is considered late if it is not available at the start of class. **Late assignments will be accepted after the due date. Ten percent (10% of the grade/points will be deducted for each day an assignment is late).**

### **Dismissed from practicum placement**

If the teacher candidate is dismissed from his/her practicum site and cannot complete the academic intervention project, the student will receive a grade **no higher** than a “D” and will have to repeat the class.

**Student Substitute** – If a student is absent from class, it is the student’s responsibility to get their “substitute” to get class handouts or notes for that day.

### **CELL PHONE/LAPTOP POLICY**

This is an ECSE Department course and use of technology is encouraged. However, cell phones must be turned off and put away before entering the classroom. Therefore, **students will not talk on their cell phone or send, receive or check text messages in the classroom.** Cell phones must be put away and out of sight at all times. Laptop use for note taking is encouraged. Other use (reading emails, surfing unrelated websites) is prohibited. Special seating arrangements will be made for those choosing to use their laptops for notetaking. Since inappropriate communication/technology use would interfere with your participation, points will be deducted from your in-class activity grade if any student does not adhere to this cell phone/laptop policy. In case of an emergency, please let me know to make special arrangements.

### **PROFESSIONALISM**

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

**Title IX Statement: Valdosta State University (VSU) is committed to** creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta

State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Access Statement: Students with disabilities** who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.