

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

**ECSE 4420**

**Seminar in Classroom Management and Collaboration with  
Family, School, and Community Agencies**  
**3 SEMESTER HOURS**

**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: Completion of all core and previous semester professional courses (professional courses with a “C” or higher) and a GPA of 2.75.**

**Co-requisite: ECSE 4490 or ECED 4790.**

Examination of the nature, extent, and significance of involving families in the education of children in grades pre-kindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding para-educators and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

edTPA Handbook: Elementary Education

edTPA: Making Good Choices

Livertext

**COURSE OBJECTIVES** *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

The teacher candidates will:

1. Describe the relevance of home, school, and community influences on students' lives. (InTASC Standards 2, 9, 10) **DL<sub>3,1</sub>**
2. Develop and implement a plan to maintain positive, collaborative relationships with the families of the students in the classrooms. (InTASC Standards 9, 10) **DL<sub>3,1</sub>**
3. Describe how differences in family structures and social and cultural backgrounds impact students' development, learning, and behavior. (InTASC Standards 1, 2) **DL<sub>3,1</sub>**

4. Demonstrate knowledge and skill in identifying state and local resources and appropriate referral strategies to link families with a range of family oriented services. (InTASC Standards 9, 10) **EDL**<sub>2,1</sub>
5. Work collaboratively on behalf of all students with their families, school personnel, and community agencies. (InTASC Standards 9, 10) **EDL**<sub>3,2</sub>
6. Develop the skills to work collaboratively with and effectively utilize para-educators and volunteers in education. (InTASC Standards 9, 10) **EDL**<sub>3,2</sub>
7. Apply problem solving strategies related to classroom management. (InTASC Standards 1, 2, 3, 7) FL 3.4
8. Demonstrate effective teaching and positive impact on student learning through the use of assessment data. (InTASC Standards 6, 7, 8) **AL** 3.3

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

- A. **Completion and Submission of the edTPA portfolio:** The teacher candidate will be expected to complete the requirements for the edTPA: Elementary Education handbook. (CO 1,3,4,5,6)
- B. **Seminar Attendance:** Seminars will be conducted to support teacher candidate achievement of all course objectives. A schedule for the seminars will be provided by the ECSE 4420 instructor. Attendance at the scheduled seminars is a requirement for ECSE 4420. Candidates should plan to arrive on time and stay until the instructor releases candidates at the close of the seminar. Teacher candidates should bring with them all of the necessary resources and materials required for seminars and meetings. Because many of the topics and considerable content covered in the course are taught and communicated by way of class demonstrations, class activities, and class discussions, attendance is crucial for a full understanding of course material. Therefore, attendance will be a factor in computing your grade. (CO 1)
- C. **Family and School Collaboration Plan:** The teacher candidate will have an opportunity to plan and/or facilitate a classroom, parent, and community involvement project. The teacher candidate will demonstrate the use of strengths and needs of diverse learners when planning and adjusting instruction towards an educational event. The planning should incorporate various representations of students and families from diverse populations. The plan should be sensitive to the impact that differences in family structures and social and cultural backgrounds have towards development, learning, and behavior. A full explanation of your involvement plan must be provided in a written summary. (CO 2, 5)  
***(This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.)***
- D. **Online Course Component:** Teacher candidates will be expected to document their progress toward designated course objectives via module activities, as assigned. (CO 1,2,3,4,5,6)

### **COURSE EVALUATION**

<b>Course Requirement</b>	<b>Percentage of Grade</b>
<u>Completion and Submission of edTPA Portfolio:</u> Candidates must provide evidence of completion and submission of the edTPA Elementary Education portfolio. Candidates will also be expected to submit task 4 in Livetext for departmental use.	50
<u>Seminar Attendance:</u> Attendance at the scheduled seminars is a requirement for ECSE 4420. Candidates should plan to arrive on time and stay until instructors release candidates at the close of the seminar. Any unexcused absence will result in a deduction of five points from the total grade.	25
<u>Family and School Collaboration Plan:</u> Candidates must submit a hard copy of the full explanation of their plan for classroom/ parent/community involvement. Evidence of implementing the plan is optional. A one page typed summary of the plan is expected in order to receive full credit for this assignment.	25
<u>Online Course Component:</u> Candidates will be expected to complete module activities, as assigned.	10
<b><i>Total Possible Percentage</i></b>	100

### **Grading Scale**

Candidates receiving an overall score of 70% or higher will receive an “S” for ECSE 4420.

Candidates receiving an overall score below 70% will receive a “U” for ECSE 4420.

### **ATTENDANCE POLICY**

Candidates are expected to attend all class meetings. As per VSU policy for attendance, “The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination “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.” (Valdosta State University Undergraduate Catalog) Any unexcused absence will result in a deduction of five points from the total grade.

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

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

### **ACCESSIBILITY 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](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](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**SUPPORT**

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.valdosta.edu/student/student-services/counseling-center/>. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

**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>.