Managing a Learner-Centered Environment
Spring 2016

Instructor: Dr. Neill F. Armstrong
Office: 404D McKibben
Phone: 468-1844
Fax: 936-468-1573

Course Time & Location: MW 1:00 – 2:15 / MKB 451
Office Hours: M 10-11:30, T 10-1:30; W 10-11; by Appt.
E-mail: armstrongn@sfasu.edu
Course Credit: 3 Hrs

Prerequisites: HMS 203, SED 370, SED 371, SED 372, and Admission to Teacher Education

I. Course Description:

This course seeks to provide pre-service teacher candidates with strategies that will enable them to effectively utilize their knowledge of cognitive, social, emotional, and physical development; diverse populations; learning preferences; learning theories, classroom management and discipline, as well as instructional strategies and assessment techniques in the public school classroom in order to enhance the learning environment for all parties.

II. Intended Learning Outcomes/Goals/Objectives:

The objectives for this course, as with the intended learning outcomes, conform to the College of Education’s Conceptual Framework. Specifically, all course-related activities strive to facilitate the inculcation of the College’s Core Values, those being: academic excellence through critical, reflective, and creative thinking; an appreciation for and understanding of the relevance for lifelong learning; recognition of the importance of collaboration and shared decision making; incorporation of openness to new ideas, culturally diverse people, and innovation and change; enhanced application of the practice of integrity, responsibility, diligence, and ethical behavior; and the development of a personal and professional commitment to service that enriches the community. It is the mission of the College of Education to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. As such, this course seeks to prepare each teacher candidate in the development of those skills and abilities necessary for meaningful, effective instructional leadership with a wide array of diverse learners.

Program Learning Outcomes

1. The candidate will develop and adapt instruction and assessment based on the needs of diverse students.
2. The candidate will effectively manage a diverse learner-centered classroom.
3. The candidate will implement and modify instruction for all students incorporating technology as appropriate.
4. The candidate will understand the purpose of education and philosophical perspectives including professional, legal and ethical issues.

5. The candidate will use strategies and methods for reading and literacy in various content areas.

**Intended Program/Course/Learner Outcomes:** This course fulfills the following national standards:

**A. INTASC Standards (Interstate New Teacher Assessment Support Consortium):**

**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 these aspects of 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 #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.

B. CAEP Standards (Council for the Accreditation of Educator Preparation):

   **Standard 1: Candidate Knowledge, Skills, and Professional Dispositions:**
   1.1 Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: content, the learner and learning, and instructional practice.

   **Standard 2: Clinical Partnership and Practice:**
   The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

C. ISTE Standards (International Society for Technology in Education):

   1. Facilitate and inspire student learning and creativity.
   2. Design and develop digital age learning and creativity.
   4. Promote and model digital citizenship and responsibility

**Student Learning Outcomes**
The major objectives and student outcomes of this course include:

1. Articulation of different theories of classroom management
2. Elaboration of ethical, moral and professional issues related to teaching and classroom management
3. Application of techniques of classroom management
4. Evaluation of the efficacy of classroom management techniques
5. Description and application of ways of meeting the cognitive, social, and emotional needs of all students
6. Enhancement of knowledge and understanding of instructional and assessment strategies
7. Articulation of the relevance and necessity of maintaining a vibrant, community-based public school system in the face of ill-conceived school reform efforts.

**Alignment to State Standards:**
The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at www.sbec.state.tx.us). SED 460 will specifically focus upon Competencies 001, 005, 006, 008, 009, and 011 and 013:

Competency 001
The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and need.
Competency 005
The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006
The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Competency 008
The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 011
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 013
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

1. Reading Abstracts (7 abstracts @ 50 pts per = 350 pts.) Students will be expected to submit one abstract for each reading or article assignment. All abstracts derived from course readings must capture the thematic and practical essence of each reading. Individual abstracts should approximate one-half a page in length. 1st Abstract Due: February 3rd and every other Wednesday thereafter until completion of Reading List. Note: Additional readings and activities will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available in our course packet or on-line.

2. Theory of Classroom Management Presentation (100 pts.)
Each small group/learning community will prepare and teach a lesson focusing upon one of the recognized theories of classroom management / discipline. A formal lesson will be developed to include instructional objectives, appropriate instructional strategies/methods, and pre and post assessment activities. Lesson focus will be upon fostering a meaningful understanding of a specific classroom management theory and its relevance towards the creation and maintenance of a safe, productive learning environment for all students. Due: February 15th & 16th / February 22nd & 24th.

3. Classroom Management Plan (150 pts)
Each candidate will submit their own classroom management plan, one to be
implemented in the soon-to-be-professional’s first teaching position (and possibly student teaching). This plan should follow the Classroom Management Plan guidelines provided by the course instructor. **Final Plan Due: April 4th.**

4. **Mid-Term (100 pts.) / Rough Draft Classroom Management Plan. Due: March 14th.**

5. **Classroom Assessment Plan (100 pts.)**
   Each candidate will design a personal assessment plan that corresponds with their future field of teaching. This plan will encompass the following components (at a minimum): 1) Philosophy of classroom assessment (intro. Paragraph); 2) Specific application of the following forms of assessment: portfolio, authentic, performance, formative, and summative assessments appropriate for their content areas; 3) Each form of assessment must be preceded by a definition. **Due: April 6th.**

6. **Classroom Instruction Plan (100 pts.)**
   Each candidate will create an instructional plan detailing multiple instructional methods that they choose to implement in their content area in order to effectively impart their curricular responsibilities and more importantly, enhance student learning and academic success. This plan must detail a minimum of six (6) specific instructional methods that are contained in the 5 instructional strategies. Each strategy must be accompanied by a brief definition. **Due: April 11th.**

7. **Classroom Management/Instruction/Assessment Resource File (100 pts.)**
   This resource, to be utilized in student teaching and later, in professional practice, will be comprised of a 3 ring binder comprising the course packet but also classroom management theory articles, instructional strategies, assessment strategies, and handouts/articles that pertain to issues of professionalism, social justice, and related research or professional writings distributed by the course instructor and/or collected by the candidate her/himself. **Reviewed in-class / Monday, May 2nd.**

8. **Final Exam (150 pts.)**
   The final exam will consist of a comprehensive summary of all course material candidates were exposed to in the course of the semester. Exam will be take-home then graded/analyzed in class on **Monday, May 9th (1:00 – 3:00).**

10. **Professional Dispositions [Pre-Service Teacher Appraisal] (290 pts.)**
    This grade pertains to candidate’s adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, in-class engagement, and above all, commitment to intellectual growth. The instructor’s subjective perception of each candidate is a component of this assessment and that perception is a reflection of candidate behavior, effort, attitude, initiative, and growth. Timely submission of assignments will also be a factor.

11. **Attendance: (145 pts.)** 29 class meetings during the semester. Candidates will receive 5 points per class session. Candidates who are late for class 15 minutes or more will be counted as absent. Each candidate may choose to take up to two (2) excused absences however, the candidate must notify the course instructor of his/her intent prior to the
absence (via e-mail, phone call, or notification by a peer).

**Evaluation and Assessments (Grading):**
Student grades will be determined by the following criteria:

1) Attendance: (29 class meetings @ 5 pts. per session) 145 pts.
2) Professional Dispositions: (participation, preparation, professionalism @ 10 pts. per class) 290 pts.
3) Reading Abstracts (50 pts. per abstract @ 7 abstracts): 350 pts.
4) Theory of Classroom Management Presentation: 100 pts.
6) Classroom Assessment Plan: 100 pts.
7) Classroom Instruction Plan: 100 pts.
8) Final Exam: 150 pts.
9) SED 460 Resource File (3 ring binder comprised of course packet and additional material supplied by instructor and/or collected by the intern) 100 pts.
10) Professional Dispositions: 290 pts.

**Total Points: 1920**

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

90-100% = A  80-89% = B  70-79% = C  60-69% = D  Below 60% = F

**IV. Tentative Course Outline/Calendar:**

**Week One:** Course Intro; Small Group Assignments; Begin Course Readings
**Week Two:** Classroom Management; Lesson Planning; Bloom’s Taxonomy
**Week Three:** Classroom Management; Internship Orientation: LISD Central Office/ LHS
**Week Four:** Focus: Planning & Instruction
**Week Five:** Classroom Management Theories Presentations
**Week Six:** Classroom Management Theories Presentations
**Week Seven:** Focus: Assessment
**Week Eight:** Differentiated Instruction Workshop
**Week Nine:** Cooperative Learning Workshop
**Week Ten:** Social Justice / Critical Theory / Critical Pedagogy
**Week Eleven:** Global Education / Ecopedagogy in the Curriculum
**Week Twelve:** Workshop: Project-based Learning
**Week Thirteen:** College and Career Readiness: Integration into the Curriculum
**Week Fourteen:** Focus: Learning Theories
**Week Fifteen:** Dead Week
**Week Sixteen:** Finals Week

**V. Readings:**

1. SED 450/460 Course Packet
2. Selected additional readings as assigned / provided by instructor

VI. LiveText Statement:

Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation, 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the Instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the Instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Attendance is mandatory. This course constitutes a portion of your professional preparation.

You may have two excused absences. When you choose (or are compelled) to be absent
you must notify the professor BEFORE the absence. Notification may take the form of an e-mail, a phone call, or an advisement by a peer. Any more than the allowed absences may result in the lowering of the final grade in the course (dependent upon the circumstances surrounding those absences). Each absence (excused or otherwise) incurs an automatic loss of that day’s participation points / professional disposition points.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilities/services/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not Limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. **For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu**

**VIII. Other Relevant Course Information**

Use of Cell Phones in class – cell phone use or scrutiny is prohibited in class. Under no circumstances will cell phones:

1. Be tolerated during regular course time unless candidates are requested to access personal technological devices for in-class academic activities. Just as in the public school environment where cell phone usage in class would be considered a sign of disrespect and a distraction (not to mention a hindrance to learning), so shall their presence be viewed in your internship class. As such, **cell phone use or incident of incoming calls will result in the loss of 50 percent or more of the intern’s Professional Disposition points.**

2. Candidate Late Work – **any assignment submitted late will automatically receive a 50 percent reduction in value. Assignments more than one week late will not be accepted.** This is regrettable in that it is recognized that candidates lead active and sometimes stressful lives but assignments are structured to coincide with ongoing course activity, thus timeliness is relevant to facilitate professional growth as well as to enhance content understanding. Moreover, instructor’s use of time is also of great value and incessant regression to administer to late submissions constitutes abuse of instructor’s professional and personal timelines.

**Suggestion:** To assist candidates in their record keeping I have provided you with an **Assignment Calendar** so that you may maintain a log of **Assignments Due** and possess an ongoing record of all assignments submitted and returned. This implies that you should **keep all graded assignments and compare them to Assignments Due** in order to protect yourself and your academic progress in this course. Record keeping is a professional organizational skill so begin now to develop this ability.

**Failure Clause** - Candidates can immediately earn an F in the Internship due to any of the following issues:

- Your placement site asks for you to be removed
- You have more than 5 absences or 10 late arrivals
- You have violated school policy
- You have violated university policy
- You have violated the Texas Code of Ethics
- You have violated any state or federal law
- You have committed any other egregious acts of non-professional behavior