

## Education 382: Managing Learning Environments

University of Wisconsin – Stevens Point

Fall 2018

Welcome to *EDUC 382 Managing Learning Environments*. We'll be studying how to create safe, inclusive, welcoming communities.

### Course Description

*EDUC 382. Managing Learning Environments*. 1 cr. Theories and strategies in classroom management, student behavior management, and learning communities. Coreq: EDUC 381 or instructor's consent.

### Instructor: Lynn Payne

- Email: [Lynn.e.payne@uwsp.edu](mailto:Lynn.e.payne@uwsp.edu)
- Office phone: 715-346-4430 you will need to leave a message and I will call you back. Email is usually faster - In the subject line of the email, please include EDUC381
- Office: CPS 439
- Office hours: Wed, 2-2:50 pm (Spring), and by appointment

### Intended Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Explain the issues, methods, ideas, and models used by social scientists to investigate human behavior, especially in classrooms and schools, and then apply this understanding to create inclusive, welcoming learning environments in which all students can succeed.
2. Respond effectively to student behavior that promotes or impedes such environments.

This is the central enduring understanding I want you to develop:

Learning environments are complex contexts that affect students' behavior, academic success, learning, and development. Positive, productive environments seldom "just happen": they take planning, preparation, and responsive leadership.

This course focuses on these [InTASC Model Core Teaching Standards](#):

1. Learner Development (a, b, c, f, h, i, j, k)
2. Learning Differences (a, d, f, g, h, j, k, l, m, n)
3. Learning Environments (a, b, c, d, e, f, g, i, j, k, l, n, o, p, q, r)
10. Leadership and Collaboration (a, b, c, d, g, j, l, m, n, o, p, q, t)

This course isn't aligned with Common Core State Standards.

This course includes an introductory unit on Response to Intervention (RTI) and Positive Behavior **Interventions & Supports (PBIS)**.

## **Content & Activities**

The calendar shows the major content and activities for this course. The major assignments include:

**First Week Plan:** This is an individual written plan. As a teacher, you prepare an agenda of the first week activities in your class that relate to the learning environment. You explain how each activity helps your students meet your desired outcomes.

**Inspirational Models:** This is a lesson taught by a group of 3-4 students. Each group is assigned an established management model (e.g., Love and Logic). Your group outlines your model for the class, with an emphasis on the big ideas in the model and practical advice for teachers.

**Interview:** This is an individual oral presentation. You provide a concise overview your philosophy for creating a safe, inclusive, supportive learning environment. You must draw on at least one expert model. The presentation helps prepare you to describe and justify your philosophy to professional audiences (e.g., potential employers).

## **Course Requirements & Grading**

### **About Assignments**

All the assignments are listed in the assignments page in D2L. Directions and rubrics for all the assignments are in D2L. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions and rubric for each assignment carefully. Depending the assignment, you will email me, post to D2L, or submit to D2L. If you are emailing me, please send one assignment per email and use the correct subject. You can lose points by not submitting an assignment correctly.

**Please save all email and assignments** for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes email from me and email from D2L. Please don't tell me "I did that but I deleted it."

I often give reminders about due dates via email and in class. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

### [Frequently Asked Questions \(Courses\)](#)

### **About Resubmit**

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score. In a face-to-face or hybrid course, the maximum

increase is 10% (or at least 1 point). In an online course, the maximum increase is 20% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

## **Grading Scale**

Your grade is based on how many points you earned (X), divided by how points you could have earned (Y). Based on that simple division ( $X \div Y$ ), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I don't give extra credit.

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

## **Attendance**

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

## **Late Work**

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I won't accept late work after **Wed, December 5, 2018, 11:59 pm**.

## **Dispositions & Conduct**


I view my students as pre-professionals or current professionals. Your conduct in this course should demonstrate your qualifications for professional responsibilities (e.g., teaching and guiding young people). I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways.

I especially encourage you to consider your professional presence and tone. This includes both face-to-face and online interactions with me and with your peers. For example, if you're teaching or presenting in a face-to-face class, I encourage you to have a professional appearance (e.g., business casual clothing). As another example, when composing an email, I encourage you to include a salutation (e.g., "Dear Dr. Buchanan"), complete sentences with correct conventions (e.g., spelling), and a signature (e.g., "Sincerely, Ima Student").

In a School of Education course, if you have concerns about the instructor you have the right to communicate with the Associate Dean. I'm the Associate Dean, so if you have concerns about me, you have the right to communicate with the College of Professional Studies Dean, Marty Loy (mloy@uwsp.edu, 715-346-4904).


## **Class Climate**

I'm dedicated to creating safe, inclusive, welcoming classes in which all students can succeed. This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open-door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .

## **Exceptional Needs**

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

## **Integrity**

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with Chapter 14 of the UWSP Bill of Rights and Responsibilities. This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

## **Dispositions Model**

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

## **Emergency Response in CPS 326**

In the event of a medical emergency call 9-1-1 or use Red Emergency Phone in the hallway, directly opposite the classroom. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure: any interior hallway or room on CPS 2nd floor or lower. Avoid wide-span structures (gyms, pools, or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the 4th Ave (south) doors to the HEC/Quandt Gym. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.

## **Textbook & Supplies**

There is one rental textbook:

- Bianco, A. (2002). *One-minute discipline: Classroom management strategies that work!* San Francisco, CA: John Wiley & Sons, Inc.

There will be additional readings on Kat and D2L Content: eReserve.

We will use Kahoot. This is a free online program for in-class quiz games. You need an internet-enabled device, such as a smartphone, laptop, or tablet. You can download the Kahoot app or simply access the website.

You need lined, loose notebook paper and a pen or pencil, for in-class assignments. If you create handouts for your peers, I encourage you to three-hole punch them as a courtesy.

Please let me know if you have difficulty getting supplies for this class (e.g., an internet-enabled device), and I will discretely help you.

## **Assignment: Respond to the Syllabus**

Reading this syllabus is an assignment. When you've finished, please go to and complete the Respond to the Syllabus assignment. If you're taking more than one course with me this semester, you must complete this assignment for each course/syllabus.

Challenges are what make life interesting; overcoming them is what makes life meaningful. -Joshua J. Marine ([more quotes](#))