Course Syllabus

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Welcome

In this course we'll explore how to create safe, welcoming spaces where everyone can succeed.

Course Basics

Catalog Description

EDUC 382. Managing Learning Environments. 1 cr. Theories and strategies in classroom management, student behavior management, and learning communities. Prereq: EDUC 381 (or concurrent registration). GEP: SS.

Instructor: Kym Buchanan

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- Pronouns: he, him, his
- Office phone: (715) 346-2906 [email is usually faster]
- Office: CPS 454
- Office hours: Mon, 11 am - Noon (2019 Fall), and by appointment

Intended Learning Outcomes

The following are the **course 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 or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior. In particular, apply this understanding to creating safe, welcoming spaces where everyone can succeed.
2. Examine and explain how social, cultural, or political institutions influence individuals or groups. In particular, examine and explain the possible influences on students (e.g., home lives, peer groups, media, other social, cultural, or political institutions), and then adapt your teaching appropriately.
3. Use the InTASC Model Core Teaching Standards in your planning, teaching, and self-evaluation.

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.

These are the **essential questions** we'll use to achieve those outcomes and understanding:

1. What knowledge, skills, and dispositions will help us create safe, welcoming spaces where everyone can succeed?
2. What are possible influences on a student?

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).

Assignments: Highlights

Here are brief descriptions of the major assignments. Canvas has detailed rubrics and directions which you should read before starting an assignment. Alignment with the course outcomes is listed in parentheses.

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 learning outcome. (Course Outcomes 1, 2, & 3)

Inspirational Models: This is a lesson taught by a group of 3-4 students. Each group is assigned an established management model. Your group outlines your model for the class, with an emphasis on the big ideas in the model and practical advice for teachers. (Course Outcomes 1, 2, & 3)

Interview: This is an individual oral presentation. You provide a concise overview your philosophy for creating a safe, welcoming space where everyone can succeed. You must draw on at least one expert model. This assignment helps prepare you to describe and justify your philosophy to professional audiences (e.g., potential employers). (Course Outcomes 1, 2, & 3)

There are no required field experiences in this course (e.g., practicum).

Twitter

I have a Twitter feed that sometimes includes issues related to this course. I have two main goals for using Twitter: use a new technology in my teaching and build connections with students. If you're already savvy with Twitter, I'm **@reach2grow**.

I never post essential information only on Twitter. I use email and in-class announcements to keep you informed. If you follow my Twitter feed, I hope you find it interesting. But if you don't follow it, it won't interfere with your success in this course in any way.

Course Requirements & Grading

About Assignments

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

Please read the directions for each assignment carefully. Depending the assignment, you will email me, post to Canvas under Discussions, or submit to the Canvas dropbox. 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 Canvas. Please don't tell me "I did that but I deleted it."

I sometimes give reminders about due dates via email. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time. **(http://education.uwsp.edu/central/faq_courses.php)**

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.)

See the Assignments below or to left for the due dates. If you choose to resubmit an assignment, please include "RESUBMIT" in the file name. (You turn in a Resubmit the same place you turned in the Submit, so that I can easily compare the versions.)

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 ÷ 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.

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 any assignments after **Thu, Dec 19, 2019, 11:59 pm**.

Textbook & Supplies

There is one required rental textbook:

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

Additional readings will be in Canvas or on third-party websites.

We'll use Kahoot. This is a free app 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.

FYI, you can access university computers from off campus via the **Remote Lab (http://www.uwsp.edu/infotech/Pages/ComputerLabs/Remote-Lab.aspx)** .

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

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: Lynda Fernholz, lfernhol@uwsp.edu, 715-346-3223.

Class Climate

I'm dedicated to creating safe, inclusive classes where everyone 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 (http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx)** .

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. **Here is more information about UWSP's relevant policies (http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf)** . If you have a disability and want an accommodation, please register with the **Disability Services and Assistive Technology Office   (http://www.uwsp.edu/disability/Pages/default.aspx)** 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** **(http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf)**. 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** **(http://education.uwsp.edu/central/soe_dispositions_model.pdf)** 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 the event of a medical emergency call 9-1-1 or use Red Emergency Phone in the hallway. 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 the 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://education.uwsp.edu/381/www.uwsp.edu/rmgt/Pages/em/procedures)** for details on all emergency

response at UW-Stevens Point.

Acknowledgments

Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Lisa Bardon, Maysee Herr, Pat Shaw, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; and Manuel Mateo and Mary Jane Pelson in Portland, Oregon.

Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please 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.

About Course Summary

The Course Summary below is tentative and may change. I will announce any changes via email.

Course Summary:

Date	Details	
Thu Nov 14, 2019	**Respond to the Syllabus** (https://uwstp.instructure.com/courses/240875/assignments/1221300)	due by 11:59pm
Thu Nov 28, 2019	**First Week Plan** (https://uwstp.instructure.com/courses/240875/assignments/1221322)	due by 11:59pm
Thu Dec 5, 2019	**Peer Rating** (https://uwstp.instructure.com/courses/240875/assignments/1229214)	due by 11:59pm
Thu Dec 12, 2019	**RESUBMIT: First Week Plan** (https://uwstp.instructure.com/courses/240875/assignments/1221331)	due by 11:59pm
Thu Dec 19, 2019	**Attendance** (https://uwstp.instructure.com/courses/240875/assignments/1221332)	due by 11:59pm
	Grade Adjustment (Instructor's Choice) (https://uwstp.instructure.com/courses/240875/assignments/1225266)	
	Inspirational Model Lesson (https://uwstp.instructure.com/courses/240875/assignments/1221355)	
	Practice Interview (https://uwstp.instructure.com/courses/240875/assignments/1221337)	