Management of the Classroom Environment EDU 604

***Completely Online Courses

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COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment
	EDU 604
Standard 1. Learner development	
Standard 2. Learning differences	X
Standard 3. Learning environments	X
Standard 4. Content knowledge	
Standard 5. Application of content	
Standard 6. Assessment	
Standard 7. Planning for instruction	
Standard 8. Instructional strategies	
Standard 9. Professional learning and ethical practice	
Standard 10. Leadership and collaboration	X

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the 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 shall work with others to create environments that:

a.   Support individual and collaborative learning; and

b.   Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

c.   Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and

d.   Create 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 shall understand 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 shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan 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 shall understand and use 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 shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

e.   Take responsibility for student learning;

f.   Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and

g.   Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

CAEP Elementary Standards	Course Alignment
	EDU 604
STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs	X
STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching	X
STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning	X

Standard 4 – Supporting Each Child's Learning Using Effective Instruction	X
STANDARD 5- Developing as a Professional	

Course Purpose

1. To identify problems in the learning environment, develop strategies to address those problems in positive ways, and design an action research project and implementation that includes:

- Problem identification
- Problem clarification
- Problem diagnosis/analysis
- Development of action plans
- Selection of feasible alternatives
- Development of an evaluation design
- Design of an implementation plan

2. To develop teaming/collaborative skills supportive of group problem solving. 3. To expand ability with new classroom/educational strategies, approaches and techniques.

Course Materials
Sagor, Richard (2010). *Collaborative action research for professional learning communities.* Bloomington, IN. Solution Tree Press.

Communication:
Required: Students MUST have access to Blackboard to participate in this course. The majority of the course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. Students must utilize the WKU email account provided by the university to receive communication from the instructor.

Emailing your instructor:
Email is a timely way to communicate. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. When you email me, please use in the subject line your name, course number and the nature of your inquiry. Some questions cannot be best answered in an e-mail, please in that case schedule an office appointment or make a phone call.

Plagiarism To represent ideas or interpretations taken from another source as one's own is plagiarism. Students must give the author(s) credit for any source material used. Changing a few words in a borrowed passage, even if the source is cited is also plagiarism.

Academic Dishonesty "Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal."

Technology Students will need access to Microsoft Office 2007 with Word, PowerPoint, and Excel to complete this course. Managing student technology is the sole responsibility of the student. Please note that working, compatible technology (hardware & software) are prerequisites to taking this course. If you have difficulties accessing Blackboard you should contact WKU Technical Support (745-7000).

Student Disability Services: "In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745- 5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center."

Professionalism The amount of professionalism/ participation points earned will depend upon the following standards being met:

- Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment.
- Failure to upload critical performances to the Electronic Portfolio on the required date will result in losing all professionalism points.
- The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course.
- Failure to abide by these guidelines could result in dismissal from the course or other penalties as per university policy.
- Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course.
- The student will make every effort to be a contributing member of the EDU

604 online learning community in order to experience optimal educational and professional growth.

 • See attached Professionalism and Participation rubric for further explanation.

Incomplete Incompletes are only given for medical or other emergencies when a small amount of work is left in the course.

Electronic Portfolio and Critical Performance An X (i.e., Incomplete) will be assigned as a final grade until the critical performance is upload is completed. Once the assignment upload is completed by the student receiving the X, then a Change of Grade form must be filed by the course instructor. To avoid this complicated and time-consuming process, take care of your Critical Performance upload promptly and efficiently!

Evaluation and Grade Assignment:

 • Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than midnight on the date due. Professionalism points will be subtracted for late assignments.

 • After three days, late assignments will not be accepted.

 • Normally your assignment will be graded and posted in Blackboard's Grade Center within seven days of the due date barring unforeseen circumstances.

 • If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for papers returned to students will not be changed after three days.

 • Problems with due dates and exams must be discussed with the instructor prior to the due date.

 • Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. Student work will be checked using plagiarism detection software.

Assignment Submission:

 • All assignments must be completed using Word. APA guidelines will be used for

all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors. Use appropriate margins, 12 point font size and a font such as Times New Roman.

• The student should keep a copy of all assignments. In the event that an assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student.

• A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor.

All assignments will be submitted online via Blackboard. Please follow these 3 steps for uploading.

1. Make sure you put your name at the top of each uploaded document. 2. Put your last name in your file name of the document that you are uploading. Be aware that if your file name is too long, I won't be able to open it. 3. After you upload, click on the file to make sure it opens for you.

Grade Reporting Students will be required to check Blackboard for posting of grades throughout the term. Student inquiries regarding grades must be addressed through a requested meeting with the instructor. No discussions of point deductions (i.e., grades) will take place via e-mail. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately.

Assignment Synopses Through directions and scoring guides posted on Blackboard, the instructor will make more information about assignments available. All assignments are subject to revision at instructor's discretion.

1. Getting to Know You
Assignment:

The student will complete a discussion board entry on Blackboard. More information included on the assignment prompt and scoring guide. 2. Online Discussion Board:

The prompt is posted on Blackboard in the Discussion Board section. The professional guidelines for participation in a discussion board are included at the bottom of this document. Students are expected to be a part of the online learning community and to exhibit the highest level of professionalism in this arena of learning. 3. Developing and Documenting Professional Action Plan:

Within the modules are tasks to begin developing their professional action plan. Parts of this plan will be collected at different times leading turning in the final

evidence of executing the plan. 4. 20% Project:

This project allows you to work on a task related to your job that can enhance your skills as an educator. 5. Professionalism/Participation:

Five points may be earned for professionalism and participation.

Evaluation and Grade Assignment: Grading in EDU 604 is based on the total points of all assignments.

Tentative Grading
Scale Grade Points A
90-100 B 80-89 C
70-79 D 60-69 F 59
or below

1 Build a collaborative
community
Getting to Know You Discussion Board 2 1/26
    Read Professionalism Rubric Professionalism Points at the end of the semester
11
2 Define project objectives
            Read Post project objectives on Discussion Board
Prof. 2/2
Provide Feedback 1 2/2
        Actively participate in online discussion to refine project objectives

***ATTENDANCE REQUIRED
Prof. 2/5
3 Refine and extend project proposal by included standards, description, positive impact on school, and research base
Post to Group Discussion Board Prof. 2/9
Provide Feedback to ALL Group Members 2 2/9
Final Product Due 15 2/16
4 Complete project proposal (Refine & add timeline & rubric)
Post to Group Discussion Board Prof. 2/16
Provide Feedback to Group Members 2 2/16
Final Product Due 15 2/23
5 Submit evidence of project implementation

Submit evidence of project completion 35 3/23
6 Formulate and complete 20% project
Post 20% Project Idea Prof 3/30
Provide Feedback 2 3/30
Implement Plan and Submit Evidence 15 5/4
100

Professionalism and Participation

Excellent Average Needs Improvement

Consistently prepared

Prepared for online learning experiences.
Usually prepared for online learning experiences
Rarely prepared for online learning experiences
Responsiveness Consistently accepts professional guidance
Usually accepts professional guidance
Rarely accepts professional guidance Collaboration Consistently offers to participate in community of learners
Usually offers to participate in community of learners
Rarely offers to participate in community of learners
Online Communication
Consistently offers thoughtful, informed, and courteous responses to other class members
Usually offers thoughtful, informed, and courteous responses to other class members
Rarely offers thoughtful, informed, and courteous responses to other class members
consistently takes advantage of opportunities to continue to all areas of teaching

and learning

Usually takes advantage of opportunities to contribute to all areas of teaching and learning
Usually takes advantage of opportunities to contribute to all areas of teaching and learning
Engagement Consistently
contributes to learning experiences
Usually contributes to learning experiences
Rarely contributes to learning experiences *Failure to complete any one of the 6 required tasks for professionalism on the due dates will result in losing all professionalism points. Prompt Assignment Submission
Consistently abides by due dates
One assignment, one day late (-2 points)
-2 points for each day late on each assignment or -5 points for each day critical

performances not uploaded on time

Discrimination

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745- 5121.Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.