TELC 4003 - Managing the Learning Environment
3 Credit Hours

Course Description:

This course uses appropriate knowledge and skills for managing the total learning environment in the early, middle and secondary school settings. There is emphasis on development of skills that facilitate effective teaching through appropriate management techniques and the involvement of parents and community members. A major paper focusing on an appropriate topic of the student's choice, content modules, and highly interactive discussion boards will provide learning opportunities in an online setting.

Course Outcomes:

This course will address the "Tennessee Statement of Education Teacher Licensure Standards for Professional Education."

All teacher candidates must complete studies in professional education. Professional education is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences enable the teacher candidate to meet the following performance standards in teaching all students including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, intellectually gifted students, and students from different racial and ethnic backgrounds.

In this course, **"Managing the Learning Environment,"** the primary focus will address **Standards # 3, 4, 5, 6, 7, 8,** and **10** of the Tennessee Teacher Licensure Standards for Professional Education. This course will also address as a secondary focus Standards 1, 2, and 9.

Standard 1: Discipline Taught

Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Standard 2: Student Learning and Development

Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Standard 3: Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates understand and identify differences in student approaches to learning and performance. They design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups, and exceptional learning needs. Candidates create a learning community which is inclusive and in which individual differences are respected.

Standard 4: Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Supporting Explanation

Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students. They organize instruction to create learning experiences that connect subject matter to real life experiences and enable students to apply learning to future careers. Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs. Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas. Using a wide variety of resources and methods, including technology and assessment data, candidates develop and use clear, accurate presentations of concepts to promote student learning. Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content. They support acquisition of English necessary for continuous learning in the content area of students whose first language is not English.

Standard 5: Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students. They organize and manage resources such as time, space, facilities, technology, activities, instructional assistants and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning. They develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry. Candidates understand and use a wide variety of classroom management strategies that foster self-control and self-discipline. They can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.

Standard 6: Communication

Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Supporting Explanation

Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom. They recognize effective verbal and nonverbal communication techniques and use them to support all students learning. Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas. Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media.

Standard 7: Planning

Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Supporting Explanation

Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students. They evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching. They are able to help students connect learning to real life and future careers. Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives. Candidates effectively integrate a variety of resources, including teacher-created materials, textbooks, technology, community and business resources, to promote student learning. Working with others in developing individualized plans, candidates adjust goals,

teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.

Standard 8: Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Supporting Explanation

Candidates understand the characteristics, uses, advantages, and limitations of different types of assessments for evaluating student learning. They understand state and federal accountability requirements. Candidates select, construct, and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information. They actively solicit and use information about studentsï¿1?2 learning needs and progress from parents, other colleagues, and the students themselves. Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents, and other colleagues. They collaborate with special education teachers and others to plan and design accommodations, modification, adaptations, or alternate assessments, based on the results of recommended individual assessments.

Standard 9: Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Standard 10: Colleagues, Parents, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support studentsï¿1?2 learning and well-being.

Supporting Explanation

Candidates consult with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning. They participate in collegial activities designed to make the entire school a productive learning community. Candidates act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate. Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.

Prerequisites and Corequisites:

None

Course Topics:

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- Perspectives on teaching and teachers. What makes a great teacher?

- Strategies for developing parent involvement, preventing problems

- Teacher characteristics which help prevent behavior problems and foster parent involvement (Prevention/intervention techniques and Development of positive parent-teacher-child relationships)

- Assessing student performance

- Instructional strategies

- Theories of motivation as they relate to behavior management

- Organizing the environment for effective learning (Physical, Emotional, and Social)

- Managing class time and the pace of instruction.

- Assessing and analyzing behavior problems.

- Applying management strategies with typical classroom behavior problems. (Behavior management strategies)

- Communication skills for use with a wide variety of individuals.

- Recognizing and responding to a diverse student body

Specific Course Requirements:

It will be helpful for students to understand how to access PDF files and Microsoft Word

documents. If these skills are not available, the instructor can make accommodations.

Required Textbooks:

Please visit the Virtual Bookstore to obtain textbook information for this course. Move your cursor over the "Books" link in the navigation bar and select "Textbooks & Course Materials." Select your Program, Term, Department, and Course; then select "Submit."

Hardware and Software Requirements:

Minimum hardware requirements can be found here.

Minimum software requirements can be found here.

Common applications you might need:
To read a PDF file download the latest version of Adobe Reader here
Don't have Microsoft Word? Explore an alternative OpenOffice here
Accessing a PowerPoint file? Download the PowerPoint Viewer here

Web Resources:

Purdue OWL Online Writing Lab (for APA, MLA, or Chicago style)

The Writing Center Online Writer's Handbook

Student Resources:

- Technical support information can be found on the TN eCampus Help Desk page.
- Smarthinking virtual tutoring is available **FREE** of charge. to access Smarthinking, visit the course homepage and select Smarthinking under Course Resources. You also view sample sessions to see what Smarthinking offers and how it works.
- Information on other student issues or concerns can be located on the TN eCampus Student Resources page.

Instructor Information:

Please see "Instructor Information" in the Getting Started Module for instructor contact

information, virtual office hours, and other communication information. You can expect to receive a response from the instructor within 24-48 hours unless notified of extenuating circumstances.

Testing Procedures:

A midterm and final exam will be administered during specific dates for this course. Students will have two days available to complete these short essay exams.

Grading Procedures:

Grades are based on the intellectual engagement of the student with the material. While bulletin board posts are considered conversational and therefore not deducted for structural errors, the level of engagement with which students approach each post will be critical. Quantity of writing, while an indicator of engagement, is not nearly as significant as quality of thought.

Grading Scale:

Points	Percent / Grade	Explanation
225-250	90-100 / A	Student has exceeded expectations for the course
200-224	80-89 / B	Student has met expectations for the course

Points	Percent / Grade	Explanation
175-199	70-79 / C	Student has not met expectations for the course
150-174	60-69 / D	Student work is well below expectations for the course
0-149	0-59 / F	Student work failed expectations for the course

Assignments and Projects:

Assignments/Projects for this course are as follows:

1. Midterm exam (25 points)

2. Final exam (25 points)

3. Discussion Board posts (100 total points)

4. Analysis of discipline plans (25 points)

5. Lesson Plan using indirect instruction (25)

6. Unit Plan outline (25 points)

7. Analysis of Websites (25)

Class Participation:

Students must actively participate in threaded discussion events. Because of the nature of an on-line class, the board will be the means of our class discussions. Students are expected to read one another's posts, the instructor's posts, and respond appropriately to indicate the construction of their knowledge throughout the course. This opportunity to participate in communication and interaction via the discussion board for the class is an integral part of the extended learning opportunity provided by the course. Several suggestions and stipulations regarding the use of discussion boards are below under discussion groups.

Punctuality:

Please be sure to check the calendar regularly to keep track of due dates for article reviews, observations, and other course assessments.

Late Policy:

Assignments will be presented as noted in the course Calendar. You will have until the due date on the calendar to complete each assignment. You are expected to communicate with other students in threaded discussions, learn how to navigate in D2L, and stay aware of course announcements. You should use your assigned D2L email addresses for all communication. You should address any technical problems immediately. You should observe course etiquette at all times. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. For further clarification see the ***RODP Statement of Academic Honesty.***

Course Ground Rules:

The following two statements (1., 2.) were derived from the TBR System-wide Student Rules document, released January 2012:

RULES OF THE TENNESSEE BOARD OF REGENTS STATE UNIVERSITY AND

COMMUNITY COLLEGE SYSTEM OF TENNESSEE SYSTEMWIDE STUDENT RULES CHAPTER 0240-02-03 STUDENT CONDUCT AND DISCIPLINARY SANCTIONS

[Read the document in its entirety here.](#)

1. Standards of Conduct:

- Students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

2. [Review the TN eCampus Academic Integrity/Academic Honesty Policy](#)**:**

- In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited.

Such conduct includes, but is not limited to:

- an attempt by one or more students to use unauthorized information in the taking of an exam
- to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person,
- or to knowingly assist another student in obtaining or using unauthorized materials.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited.

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of the student's home institution. Refer to the student handbook provided by your home institution to review the student conduct policy.

In addition to other possible disciplinary sanctions that may be imposed, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

Other Course Rules:

Students are expected to:

- Participate in all aspects of the course
- Communicate with other students
- Learn how to navigate in Brightspace

- Keep abreast of course announcements
- Use the assigned course management (Brightspace) email address rather than a personal email address
- Address technical problems immediately:
    - [Contact Technical Support](#)
    - [View Term Calendar here](#)
- Observe course netiquette at all times.

Guidelines for Communications:

Email:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

Discussions:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Library:

The [Tennessee Virtual Library](#) is available to all students enrolled in TN eCampus programs and courses. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading will

be included within the course modules. To access the Virtual Library, go to the course homepage and select the **Virtual Library** link under Course Resources.

Students with Disabilities:

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Disclaimer

The information contained in this syllabus is for general information purposes only. While we endeavor to keep this information up-to-date and accurate, there may be some discrepancies between this syllabus and the one found in your online course. The syllabus of record is the one found in your online course. Please make sure you read the syllabus in your course at the beginning of the semester. Questions regarding course content should be directed to your instructor.