Course Number: ECE 214

Course Title: Creating Environments for Learning

Faculty Contact:

Course Description:
Students learn concepts and strategies for creating a positive learning environment that meets the academic, social, and emotional needs of a diverse classroom. Strategies for organizing the classroom effectively, engaging students, building positive relationships, developing and teaching rules and behavioral expectations, and managing individual and group behaviors will be addressed. Techniques and skills to prevent discipline problems by being proactive as well as models of discipline for use if such problems occur in the early childhood/elementary classroom will be used to develop a personal classroom management plan.

Minimum Time Requirements (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Course Standards

Program Standards: Interstate Teacher Assessment and Support Consortium (InTASC)

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

Specialized Professional Association Standards: NAEYC

Wilmington University Graduation Competencies: Undergraduate Educational Competencies

Learning Methods: A variety of teaching methods including inquiry–based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

Learning Outcome 1 – 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. (InTASC Standard 2)

**Learning Topic – Building a Classroom Community**
Learning Activities/Performance Tasks:
1. Recognize and understand cultural differences within the classroom community
2. Recognize and understand diverse learning needs, including special education needs, within the classroom community
3. Describe how to build positive and inclusive relationships between teacher/student and student/student
4. Analyze the importance of building positive relationships and describe the effect these relationships have on teaching and learning

**Learning Outcome 2 – Learning Environment**
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. (InTASC Standard 3)

**Learning Topic 1 – Characteristics of an Effective Teacher**
Learning Activities/Performance Tasks:
1. Identify and describe characteristics of an effective teacher
2. Analyze teacher and student roles within the classroom
3. Create a statement of personal beliefs and theories about student learning and classroom management

**Learning Topic 2 – Creating a Learning Environment**
Learning Activities/Performance Tasks:
1. Create a plan to establish classroom rules and expectations collaboratively with students
2. Describe how to develop a mission statement collaboratively with students
3. Organize physical space to provide a safe environment conducive to learning.
4. Examine and create seating arrangements, understanding their potential effect on classroom management.

**Learning Topic 3 – Managing Student Behavior**
Learning Activities/Performance Tasks:
1. Distinguish between proactive and reactive approaches to classroom management
2. Create a chart with at least three behavior management techniques that could be used in each of the following areas: whole group instruction, small group instruction, independent work, transitions in the classroom, outside of the classroom (hallways, assemblies, field trips, etc); Analyze the techniques by describing the pros and cons of using each; Explain how you would teach a specific technique or skill to students
3. Analyze discipline strategies commonly used in classrooms.

**Learning Outcome 3 – Professional Responsibility**
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. (InTASC Standard 10)

**Learning Topic 1 – Building Relationships with Families**
Learning Activities/Performance Tasks:
1. Develop a plan to build relationships with families

**Structured External Assignment**
Create a “Classroom Community Plan” that will meet the academic, social, and emotional needs of a diverse classroom. Include a theory that states your personal beliefs and theories about classroom management. The plan will include information about establishing a culture of learning, including developing a mission statement, creating clear classroom expectations, and building relationships with all stakeholders to create a positive classroom community. A classroom management plan will be included to demonstrate understanding of
techniques that may be used during instruction, transitions, and outside of the classroom to manage behavior. Throughout the plan the student will describe, analyze, and reflect on the importance of building a positive and engaging learning environment.

**College of Education Attendance Policy:**

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

**Course Materials and Reading List:**

Text:

Articles:

**Supporting Resources**

http://www.letsmove.gov/

http://www.pecentral.org/preschool/preschoolindex.html

http://www.safekids.org/

http://www.naeyc.org/policy/federal_nutrition

http://www.naeyc.org/childhood_obesity_resources


http://www.naeyc.org/tyc/article/playing-it-safe


http://playgroundsafty.org/safe

http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/download/332_de718b5d0a40682caf26b57e9307be91

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Program%20Planning/Accessibility/AccommodatingALL.htm

http://brightfutures.org/nutritionpocket/index.html

http://brightfutures.org/oralhealth/about.html

http://brightfutures.org/physicalactivity/pdf/index.html

http://brightfutures.org/publications/index.html


Structured External Assignment:

<table>
<thead>
<tr>
<th>Philosophy of Education</th>
<th>Unsatisfactory</th>
<th>Emergent</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vague and/or limited information provided to share personal philosophy. No mention of the characteristics of an effective teacher. Lacks description about how beliefs on topic of individual and collaborative learning, and creating a learning environment where positive social interaction, engagement in learning, and self-motivation occurs.</td>
<td>Basic information provided to share personal philosophy with minor mention of the characteristics of an effective teacher. Basic description about how beliefs on topic of individual and collaborative learning, and creating a learning environment where positive social interaction, engagement in learning, and self-motivation occurs.</td>
<td>One or two of the characteristics of an effective teacher are clearly integrated OR all three are implied in the personal philosophy. A description provided about beliefs on the topic of individual and collaborative learning, and creating a learning environment where positive social interaction, engagement in learning, and self-motivation occurs.</td>
<td>The three characteristics of an effective teacher are clearly integrated into the personal philosophy. Clear description provided about beliefs on the topic of individual and collaborative learning, and creating a learning environment where positive social interaction, engagement in learning, and self-motivation occurs.</td>
<td>The three characteristics of an effective teacher are clearly integrated into the personal philosophy. Thorough description provided about beliefs on the topic of individual and collaborative learning, and creating a learning environment where positive social interaction, engagement in learning, and self-motivation occurs.</td>
<td></td>
</tr>
</tbody>
</table>

| Classroom Management Plan | Teacher does not demonstrate knowledge of how each of the following elements contribute to establishing a positive learning environment and/or impact student success: a. classroom arrangement b. classroom rules and expectations c. classroom routines and procedures d. classroom mission statement Description is minimal and does not provide evidence of student’s ability to apply what was learned to his/her practice. | Teacher demonstrated basic knowledge of how each of the following elements contribute to establishing a positive learning environment and impact student success: a. classroom arrangement b. classroom rules and expectations c. classroom routines and procedures d. classroom mission statement limited description provides some evidence of student’s ability to apply what was learned to his/her practice at the basic level. | Teacher demonstrated competent knowledge of how each of the following elements contribute to establishing a positive learning environment and impact student success: a. classroom arrangement b. classroom rules and expectations c. classroom routines and procedures d. classroom mission statement Description provides some evidence of student’s ability to apply what was learned to his/her practice at the competent level. | Teacher demonstrated proficient knowledge of how each of the following elements contribute to establishing a positive learning environment and impact student success: a. classroom arrangement b. classroom rules and expectations c. classroom routines and procedures d. classroom mission statement Detailed description provides evidence of student’s ability to apply what was learned to his/her practice proficiently. | Teacher demonstrated advanced knowledge of how each of the following elements contribute to establishing a positive learning environment and impact student success: a. classroom arrangement b. classroom rules and expectations c. classroom routines and procedures d. classroom mission statement Thorough description provides evidence of student’s ability to apply what was learned to his/her practice at a distinguished level. |

| Behavior Management Plan | The behavior plan is missing some of the following elements: a. Purpose and Identification b. A Behavior Management Procedure Chart c. Rewards and consequences d. Student Self-Reflection | Teacher created a basic behavior plan that includes the following: a. Purpose and Identification b. A Behavior Management Procedure Chart c. Rewards and consequences d. Student Self-Reflection It is implied | Teacher created a behavior plan that includes the following: a. Purpose and Identification b. A Behavior Management Procedure Chart c. Rewards and consequences d. Student Self-Reflection It is implied | Teacher created an effective behavior plan that includes the following: a. Purpose and Identification b. A Behavior Management Procedure Chart c. Rewards and consequences d. Student Self-Reflection It is evident | Teacher created a highly effective behavior plan that includes the following: a. Purpose and Identification b. A Behavior Management Procedure Chart c. Rewards and consequences d. Student Self-Reflection It is clear that |
### Self-Reflection
There is an attempt to create a positive learning environment, but the plan does not consider many students’ diverse needs. Most rewards are extrinsic and consequences focus on punishing students.

### Plan
That the teacher’s goal is to create a positive learning environment that addresses some of the students’ diverse needs and ensures success for many. The reward and consequence systems chosen are mostly extrinsic and consequences may focus more on punishment. A self-reflection tool was included.

### Conventions
There are many errors that greatly interfere with reader understanding.

| Parent Involvement Plan | Teacher created a parent involvement plan that includes most the following: a. Parent Survey b. Communication tools c. Opportunities to invite families in the classroom. The parent survey gathers information from families, but is not used to meet students’ diverse needs. Limited strategies of communication included, but may be only one way. Low level use of technology OR technology was not included. Only one opportunity included for families to visit the classroom to showcase student learning. | Teacher created a parent involvement plan that includes the following: a. Parent Survey b. Communication tools c. Opportunities to invite families in the classroom. The parent survey gathers information from families, but may not be used to meet students’ diverse needs. Multiple strategies of communication included, but may be only one way. Some use of technology was included. Two opportunities included for families to visit the classroom to showcase student learning and all opportunities are varied. | Teacher created an effective parent involvement plan that includes the following: a. Parent Survey b. Communication tools c. Opportunities to invite families in the classroom. The parent survey is gathers information from families to meet most of the students’ diverse needs. A variety of communication strategies included with one and two way forms of communication and at least one type involving technology. At least three opportunities included for opportunities to invite families into the classroom to showcase student learning and all opportunities are unique. | Teacher created a highly effective parent involvement plan that includes the following: a. Parent Survey b. Communication tools c. Opportunities to invite families in the classroom. The parent survey is effective in gathering information from families to meet students’ diverse needs. Effective communication strategies included with one and two way forms of communication and at least one type involving technology. At least four opportunities included for opportunities to invite families into the classroom to showcase student learning and all opportunities are unique. | The project is free of all conventional errors. |