

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**

**SPED 3005**  
**EFFECTIVE LEARNING ENVIRONMENTS**  
**3-0-3**

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Office Hours: TBA

**COURSE DESCRIPTION:** This course is designed for upper level students majoring in Special Education. The focus is on current research- based on principles of effective classroom practices, methods of observing and describing classroom behavior, and reflective practice. A 30 hour lab is required.

**TEXTBOOK:** Mastropieri, M. & Scruggs, T. (2010). *The Inclusive Classroom, 4<sup>th</sup> ed.* Saddle River, New Jersey: Pearson.

**LiveText:**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

**1. Course Objectives:**

The student will:

1. know, comprehend, and apply research based methods of observing and describing classroom life.(CC7K1, PSC1,7,3,4)
2. know, understand, and evaluate research based principles of effective learning environments, to include learning theory perspectives.(CC2K3, CC2K4, CC5K3, CC5K9, CC5K1, CC5K2, CC5K3, PSC 1,3,4)
3. apply and synthesize personal reflective skills pertaining to classroom practice.(CC9S6,CC9K1,CC5S7,CC5K4, PSC 1)

**2. College of Education Conceptual Framework**

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning

process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared**, **able**, and **responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

#### **Program-Specific Standards Addressed in This Course:**

**CEC knowledge and skill base for all beginning special education teachers of students in individualized general curriculums**

**ICC5K1,ICC5K2, ICC5K3,ICC5K4,ICC5K5, ICC5K6,ICC5K7, ICC5K8, ICC5K9, ICC5S4, ICC5S5, ICC5S6, ICC5S9, ICC5S12, ICC5S13, ICC5S14, GC 5K1, GC5K2, GC5K3, GC5S3, GC5S6, ICC9S1, ICC9S6, GC1K7, GC1K9**

#### **Method of Instruction:**

- 3.
4. **The method of instruction includes lecture, power point presentations, videos student planning and implementing lesson plans, student self reflections of teaching, tests, student presentations, written papers, class participation, text vignettes, and guest speakers.**
5. **Course Schedule: TOPICAL OUTLINE:**

<b>DATE:</b>	<b>TOPIC:</b>	<b>ASSIGNMENT:</b>
<b>5/19</b>	<b>introduction, Overview</b>	<b>LAB Orientation 3-5 p. m.</b>
<b>5/24</b>	<b>Collaboration: Partnerships</b>	<b>chp ,2</b>

5/26,	Motivation ,learning theory	chp. 9
5/31	Improving Classroom Behavior ABA and PBS Prevention	chp. 7
6/2	Working with Peers	chp. 8
6/7	Attention and Memory (huh?)	chp. 10
6/9	Study Skills	chp.11
6/15	Transitions	pp.402-410
6/17	Course Evaluations	

## 6. Performance Assessment

### - Specific Assignment Descriptions:

**Observations: 2@ 10 points each                      Date Due:    June 9, 2010**

Select a school-aged child (age approximately between 5 and 18) in a public place such as a mall, restaurant, store, concert, playground, or sporting event. Write a narrative documenting the overt behaviors of the person for between 20 and 30 minutes. Complete a running record of the behaviors and then your interpretation of the behaviors. Summarize the events. Provide a physical description at the beginning (of your observee) with time, date, and site observed.. Observation should be around 2--3 pages typed.

### **Dream Classroom**

**20 Points**

Design your dream classroom on a computer. Details will be given out in class. Using a software program, design your future classroom with all furniture, equipment, etc. Complete a write-up detailing what you put where and why. Be sure to put the type of classroom (resource, self-contained, etc.) Include the cost of your items. These will be presented on the last class day, June 17<sup>th</sup>.

### **Class Participation/Homework (10 points)**

Students are expected to actively participate in all class discussions and activities. Homework will be assigned on a regular basis and must be turned in on time to receive

credit. Outside readings may also be assigned. Students must be on time to class to receive these points.

**Lesson Presentation/video reflection 30 points**

**Lesson Presentation 10 points**

**Lesson Reflection 10 points Date: tba**

Students will select a topic from a list provided by the instructor (attached) and prepare a lesson plan (template provided) to present in class on a selected date. The lesson should be instructive for future teachers and contain a handout. It may be a power point presentation. A time limit of 30 minutes should be observed. Other topics may be approved by the instructor.

The lessons will be evaluated by the other students and the instructor. The lesson will be videotaped in class! Students will take the video home and complete a reflection. The reflection will be due to the instructor along with the class evaluations at the class following the presentation. Note: Students are responsible for having the camera and tape set up prior to presentation.

**Lab Requirements 20 points**

Students must complete 30 hours of lab at the Literacy Center using the Camelot Math Program. An individual student will be assigned for math remediation. Detailed description of requirements to be given out in class. Lab evaluation and timesheet to be completed by Literacy Center staff and turned in by June 18, 2011.

**Rubric for observations: (10 points possible)**

**Content**

**Organization**

**Grammar, punctuation, etc.**

**Overall**

**Clarity**

**0= not found; 1=fair; 2= good**

**Rubric for Lesson Presentation/Video Reflection (20 points) See page 4 for further directions on this assignment**

**Lesson Presentation;(10 points)**

**0= not found; 1=fair; 2=good**

**Written lesson plan \_\_\_\_\_**

**Lesson presentation \_\_\_\_\_**

**Handout or technology used \_\_\_\_\_**

Quality of instruction \_\_\_\_\_

Lesson objectives met \_\_\_\_\_

**Part II: Video Reflection:**                   5=exemplary; 4=good; 3=fair; 2=poor; 1-  
unsatisfactory  
(10 points)

Written self-reflection \_\_\_\_\_

Summary of student evaluations \_\_\_\_\_

**Grades:**

**Observations = 20 points**

**Dream classroom = 20 points**

**Participation =20 points**

**Lesson =40 points**

**TOTAL= 100 points**

**GRADING SCALE:**

**100-90 = A; 89-80= B; 79-70 = C; 69-60 = D Below 60 = F**

7.

8. **Other Important Information :**

**COURSE POLICIES:**

**Students will attend and be on time for all class sessions.**

**Students will be prepared for each class by reading all assigned readings and completing all assignments on time.**

**Late assignments will not be accepted and students will not be allowed to redo work.**

9. **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or

other illustrative materials unless the information is common knowledge.  
(p.43)

#### **10. Pipeline Account**

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

#### **11. Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

#### **12. Writing Center**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

#### **13. Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

#### **14. Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

15. **Cell Phones**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

16. **Bibliography**

Abbeduto, L. (2010). *Taking Sides: Clashing views on controversial issues in educational psychology*, 6<sup>th</sup> ed. Guilford, CT: McGraw-Hill.

Bigge, M& Shermis, S. (2003). *Learning theories for teachers*, 6<sup>th</sup> ed. New York: Longman.

Block, J ,ed. (1971). *Mastery Learning*. New York: Holt, Rinehart, & Wilson.

Campbell, L. , Campbell, B., & Dickenson, D. (2004), *Teaching and Learning through multiple intelligences* .Boston: Pearson.

Kauffman, J. Mosteret, M., Trent, S., & Hallahan, D. (2002). *Managing classroom behavior: A reflective case-based approach*. Boston: Pearson.

Kohn, A. (1998). *What to look for in a classroom*. San Francisco: Josey-Bass.

Manning, B. & Payne, B. (1996). *Self-Talk for teachers and students*. Boston: Pearson.

Ormrod, J. (2003). *Educational psychology, Developing learners*. Boston: Pearson.

## Topic List

Suicide  
Poverty & Disability  
ESOL  
Eating Disorders  
Effective Reinforcement  
Effective Punishment  
Peer Tutoring  
Cooperative Learning  
Rosenthal Study  
Nonreaders  
Creativity  
Behavior Support  
RTI  
Autism (treatment or cause)  
Brain Surgery- Epilepsy  
Aspergers  
Maslow's Hierarchy  
Bipolar Disorder  
Medication for ADHD  
Abuse and Neglect  
Foster Care  
Homeless Children  
Poverty/Resilience  
ABA  
Sensory Processing Disorder  
Gardner's 8

