



Course Number: EDUC 632-90-3
Course Title: Learning Environments
Division Name: Education
Credits: 3
Term: Spring 2018-2019
Class Location: N/A
Course Dates: April 8- June 15, 2019

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University Course Catalog Description: Strategy development for successfully managing educational environments for student success. Focus is on providing the teacher as guide/facilitator with a large variety of choice based on research findings that are developmentally appropriate and both student and teacher-centered. **Requires 10 hours of observation and participation. Submit all forms to Field Director asap.**

Required Learning Materials (3):

Hardin, C. (2012). *Effective classroom management: Models and strategies for today's classroom*. (3rd edition) Boston: Pearson. ISBN-10: 013705503X ISBN-13: 9780137055036 (can be rented)

Wong, Harry K. and Rosemary T. (2018). *First Days of School: How to Be an Effective Teacher* (5th edition) ISBN13: 9780976423386; ISBN10: 0976423383 (DVD not required although this book is a keeper.) 4th edition is acceptable.

Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College 2nd Edition by [Doug Lemov](#) (to be used second half of the class)
ISBN-13: 978-1118901854
ISBN-10: 1118901851
Publisher: Wiley
Amazon/ Kindle eBook available

Multicultural Pavilion- <http://www.edchange.org/multicultural/activityarch.html>

Supplementary Learning Materials/Requirements: You will need to be comfortable accessing YouTube videos and working in Google Docs.

Essential Questions: During this course, teacher candidates will explore topics and current research as it pertains to various classroom-learning environments. By the end of the course, students will be able to answer:

1. How does a teacher prepare the classroom, both physical environment and classroom organization, for student success?
2. How does a teacher create a positive classroom community that includes students, their families and all other professional personnel?

- How does a teacher organize a variety of instructional models in the classroom that will be beneficial for students?

Marianist Values:

- Educate for Formation in Faith
- Provide an Integral Quality Education
- Educate in Family Spirit
- Educate for Service, Justice, and Peace
- Educate for Adaptation and Change

WASC Core Competencies:

- Written Communication
- Oral Communication
- Quantitative reasoning
- Critical Thinking
- Information Literacy

Program Learning Outcomes (PLOs):

1	Content Knowledge (Knowledge of subject matter)
2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
3	Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
4	Educational Technology (Knowledge of and application of appropriate technology for student learning).
5	Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
7	Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes (CLOs):

Students will:
CLO 1: Explore best practices related to classroom management, the establishment of class rules, procedures, routines and motivational strategies for students.
CLO 2: Create a blueprint for developing a classroom community, a culture that

promotes positive social skills and academic achievement. This will include all stakeholders- parents, administrators, teaching assistants, co-teachers, additional school staff, etc.

CLO 3: Construct a classroom management plan that addresses both Instructional and behavior management issues.

Alignment of Learning Outcomes:	CLO 1	CLO 2	CLO 3
Essential Questions	6	2	2
Marianist Values	2	3	5
WASC Core Competencies	4	1	4
Program Learning Outcomes	6	8	7

ASSIGNMENTS:

Weekly discussions/Video Reflections. You will need to respond to chapter prompts described in the weekly module. These will be due on <u>Saturday</u> of the specified week. Two responses to colleagues will be required. These should be thoughtful, descriptive feedback, not simply 'good job', 'I agree' without explanation). More details in canvas. These are due by next day <u>Sunday</u>. Wong Chapter Summaries and Share: You will provide summaries of each Unit, chapter by chapter (100-150 words) the <i>First Days of School</i> textbook. You will pick one highlight of the unit to share in class discussions. You need to respond to one colleagues' share (this can be brief, only 30-40 words). Hardin Question Responses- See Canvas for specific chapter questions, 250-300 words required per question. Read and respond to two others. Teach Like a Champion- Students will provide summaries of techniques (each technique is described in a chapter) 200-250 words. Students will choose one technique per week to summarize and respond to all other technique postings by peers.	220 PTS.	On-going
O&P Reflections: There are 10 hours of O&P required in this class. You will need to do 3 assignments plus a teacher interview based on your O&P observations. These include: student profile/cultural background, classroom rules/reward system, procedures & transitions (10 points each). Your write-ups should focus on the management and behavior of the students and should tie into our readings. Templates to be used for O&P submissions can be found in FILES. There will be approximate assignment dates but these are flexible since it may not be in your control when you are able to visit a classroom. There is one O&P assignment that requires an observation of a lesson. Please try and do this as soon as you have an opportunity to observe a lesson delivered by the teacher. The purpose of this assignment is to sharpen your observational and skills. If you do not see some of the items listed in the prompts, just respond N/A. For the teacher interview, you will ask your CT if he/she has time for a 15-20 minute interview with you. There is no template but in essence, you will ask you CT what they do to prepare for the opening of the school year before and in the first week of school. Possible topics include classroom set-up, curriculum planning, implementation of rules and procedures, communication system with parents, etc. You will write this up and connect it to the Wong text if applicable.	40 PTS.	Post in week specified in Canvas but dates are flexible / no penalty for late postings
Classroom Management Plan: Students will create a personal classroom management plan utilizing the contents of the course. The instructions for the paper will be found in files. The paper should fully address all assignment prompts/sections.	40 PTS.	6/12/19
TOTAL	300 PTS.	

Grading Scale: 300- 288 = A, 287- 275 = B, 274 -262 = C

Graduate students are required to get a 'B' grade or better.

Grade Dissemination: My goal will be to return graded assignments within one week of the due date.

Late Work Policy: Work later than 1 week will not be accepted. Late work will result in a loss of points.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Writing Policy: Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. Use of [APA](#) is required for all papers. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#). All papers are to be word-processed, proofread, and solely the work of the author.

Appropriate Technology: Email/Texting: I respond to both email and text. I will respond to questions/concerns within 24 hours.

Mobile Devices: I do encourage the use of laptops, mobile devices during class discussions, group work, activities, etc. for research and communication purposes.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at [808 735-4845](tel:8087354845) and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy: It is expected that students make every effort to attend every class. Points will be given for attending and actively participating. At times, exit and entrance tickets will be used as evidence of completed assignments and participation.

Professionalism Policy: Please attend to all university policy and classroom etiquette procedures. Those

not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time, be attentive, and respectful for all class meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade.

Promptness, punctual attendance, participation, and responsible behavior will influence the instructor's (and future employer's) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-service teachers, you should be at the point in your career where you have learned to ask and answer these questions:

- i. How do I know when I know something? What is the evidence and how reliable is it?
- ii. How are things, events, theories, models or people connected? What is the cause and effect?
- iii. What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how I can expand and further connect the concept now?
- iv. So what? Why does it matter? What does it all mean?

Academic Conduct Policy: The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else's work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property. A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students. Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the Topic(s) of plagiarism, failure of the course, or suspension from the University. Violations of Academic Integrity: Violations of the principle include, but are not limited to:
 - **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
 - **Fabrication and Falsification:** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
 - **Multiple Submissions:** The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
 - **Plagiarism:** Intentionally or knowingly presenting the work of another as one's own

(i.e., without proper acknowledgment of the source).

- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Plagiarism includes, but is not limited to:
 - Copying or borrowing liberally from someone else's work without his/her knowledge or permission: or with his/her knowledge or permission and turning it in as your own work.
 - Copying of someone else's exam or paper.
 - Allowing someone to turn in your work as his or her own.
 - Not providing adequate references for cited work.
 - Copying and pasting large quotes or passages without properly citing them.

One-on-One Tutoring:

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at [\(808\) 735-4724](tel:8087354724).

EDUC 632 Learning Environments Schedule Spring 2019

Week 1- 4/8/19 Assignments (copies of readings in FILES)

- Student Introductions
- Hardin textbook chapter 1 & 2 discussions
- First Days of School Unit A, Chapters 1-5 chapter summaries
- First Days of School, Unit A Highlight

Week 2- 4/15/19 Assignments

- Hardin textbook chapters 3 & 4 discussions
- First Days of School Unit B, Chapters 6-10 chapter Summaries
- First Days of School, Unit B Highlight

Week 3- 4/22/19 Assignments

- Hardin textbook chapters 5 & 6 discussions
- First Days of School Unit C, Chapters 11-15 Summaries
- First Days of School, Unit C, Chapters 11-15 Highlight
- Video reflection - creating community (morning meetings)
- Week 3 Video reflection - creating community (morning meetings)

Week 4- 4/29/19 Assignments

- Hardin textbook chapters 7 & 8 discussions
- First Days of School Unit C, Chapters 16-20 Summaries
- First Days of School, Unit C, Chapters 16-20 Highlight

Week 5- 5/6/19 Assignments

- Hardin textbook chapters 9 & 10 discussions
- First Days of School, Unit D Summaries (4th and 5th editions have different chapters, summarize the ones in your edition)
- First Days of School, Unit D Highlight
- Beginning teacher looking to improve student engagement with mentor help video
- FYI: Video- 7th grade teacher implementing rules and practicing procedures

Week 6- 5/13/19 Assignments

- Hardin textbook chapters 11 & 12 discussions
- Functional Behavioral Assessment/Behavior Support Plan
- First Days of School, Unit E Summary (4th edition holders include Epilogue)
- First Days of School, Unit E Highlight
- Teach Like a Champion (chapters 1-12)

Week 7- 5/20/19 Assignments

- Hardin textbook chapter 13 & 14 discussions
- Teach Like a Champion (chapters 13-23)
- The Importance of Attitude video- write a reflection on this video (200- 250 words)

Week 8- 5/27/19 Assignments

- Video reflection -professionalism
- Hardin textbook chapter 15 discussion
- Teach Like a Champion (chapters 24-35)

Week 9- 6/3/19 Assignments

- Building a Culture of Learners (cultivating student ownership of the learning process) video
- Robert Marzano's Nine Effective Strategies
- Teach Like a Champion (chapters 36-50)

Week 10- 6/10/19 Assignments

- Teach Like a Champion (chapters 51-62)
- Classroom and Behavior Management Plan- due 6/12/9
- Final Reflection