



Course Number: ED 404

Course Title: Managing Classroom Environments

Division Name: School of Education and Behavioral Sciences

Instructor Name: Mary E. Smith, Ph.D.

Email: msmith2@chaminade.edu

Phone: 808.735.4833 (o) / 808.371.9679 ©

Office Location: Brogan 131

Office Hours: T/Th 11:00-12:00,
2:30-4:00 p.m.

or by appointment



Term: Fall 2019

Dates: 8/26-12/5

Class Times: T/Th 1:00 p.m.-2:20 p.m.

Class Location: Brogan 102

Mission Statement: The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practices, and professional standards. In this context, the Education Division develops educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values:

- Educate for formation in faith: Commitment to the development of the whole person, including one's faith life and application of faith to practice.
- Provide an excellent education: Encompasses intellectual and spiritual development understood and supported best in community.
- Educate in family spirit: Accepts each person with loving respect and draws everyone into the challenge of building community.
- Educate for service, justice and peace: Work in the classroom is connected to the wider world in order to serve the common good.
- Educate for adaptation and change: Recognition to adapt methods and structures in the midst of social and technological change in order to transmit educational philosophy and spirituality more fully.

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 observation and participation.*

Course Overview: Students will learn about strategies for creating a physically/emotionally safe and cognitively engaging learning environment. Towards this end, we will examine ways to establish a positive and encouraging classroom climate, learn the importance of consistent and predictable rules and procedures, review instructional practices that motivate and engage students and identify and rectify a student who has behavioral challenges.

Essential Questions:

PLO1	Content Knowledge (<i>Knowledge of subject matter</i>)
PLO2	Developmentally Appropriate Practice (<i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>)
PLO3	Pedagogical Content Knowledge (<i>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</i>)
PLO4	Educational Technology (<i>Knowledge of and application of appropriate technology for student learning</i>)
PLO5	Assessment for Learning (<i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i>)
PLO6	Diversity (<i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i>)
PLO7	Focus on Student Learning (<i>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</i>)
PLO8	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)

Learning Outcomes:

By the end of our course, students will be able to:

CLO 1: Compare and contrast the different philosophical approaches towards classroom management.

CLO 2: Create a classroom management plan that provides a physically/emotionally safe and productive classroom environment.

CLO 3: Describe ‘best practices’ in classroom management in their O&P experiences and relate them to classroom discussions and readings.

CLO 4: Demonstrate their competency in planning a field trip to the Pacific Aviation Museum. While this may not be executed this year, the student will provide details, i.e., ways to help students learn appropriate behaviors, transportation procedures, ‘to-do’ list of necessary communications (with museum personnel, parents, etc.), lunch arrangements. In addition, students will describe how they will connect the visit to your grade level curriculum (no lesson plan needed).

CLO 5: Analyze student case studies and create behavior intervention plans to assist students in developing appropriate classroom social skills.

CLO	Knowl- edge	Skills	Disposi- tions	Marianist Values	WASC Competencies	Program LO	In- TASC
1	D			1	Oral Communication	1	4
2	D			3	Critical Thinking	6	3
3	D	D	D	2	Critical Thinking	3	6
4		D		4	Written Communication	7	8
5	D	D		5	Quantitative Reasoning	6	3

I= Introductory, D= Developing, M= Mastery

Course Credits: 3

Required Learning Materials:

Wong, H. & Wong, R. (2009) *The first days of school: How to become an effective teacher*. Mountain View, CA: Harry K. Wong Publishers, Inc. 4th Ed.

Lemov, D. & Atkins, N. (2015) *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*, ISBN: 13: 9781-1189-0185-4, Wiley, 2nd Ed.

Additional Resources:

Classroom Instruction that Works by Marzano, Pickering, Pollock

https://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works_pdf.pdf

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.

Basis for Final Grade:

The major course assignments will all be assessed using a rubric, which will be provided to each student prior to the assignment. Grading guidelines, rubrics, and procedures that will be used to assess the key course assignments will be provided. All items must be word-processed and spell checked. Attendance will be taken and undue absences will result in loss of points.

ASSIGNMENTS	Points	Due date
Attendance & Participation: Attendance and participation is required. Students will be assigned different sections/chapters of textbook reading and be expected to present to the class.	30	ongoing
Pacific Aviation Museum (PAM) Assignment: You will work at PAM for 8 class periods and assist as needed. In addition, you will create a paper describing the steps you would take to plan a field trip to PAMPH.	20	11/26
O&P Assignment: Students in Ed 404 have a total of 10 hrs. O&P. There will be 5 O&P reflections, each focusing on a different classroom feature. These will be rules and management plan, procedures, teaching strategies, 'critical incident', teaching experience. A letter is in FILES to be given to your host teacher describing some of these course requirements.	25	See Canvas
Classroom Management Plan: This will be a paper on your approach and plans for classroom management. This should include a 'to-do' list before school starts, first day script, icebreakers and community building activities, rules/procedures, classroom design, and behavior management plan (detailed template in canvas).	25	12/3
TOTAL	100	

Grading Scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

below 60 = F

(see Basic for Final Grade above)

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.

Group Work Policy:

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay. The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

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 especially since many weeks we will only meet as a group 1 day/week. You are expected to come to class prepared, i.e., having read the reading assignments and ready to contribute to discussions based on readings or classroom observations (tweets). 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-professionals, 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).

Instructor Goals. At a minimum, I hope to pursue the following goals and solicit your open and timely feedback on how well we are meeting these goals:

- Communicate effectively and frequently;
- Be enthusiastic, active, and involved;
- Demonstrate a mastery of the discipline;
- Relate material to current practices;
- Clearly explain complex concepts and ideas;
- Provide a framework for lifelong learning;
- Strive to involve participants in class activities;

- Be available to assist participants in or out of class; and
- Have respect and concern for all participants.

Schedule*	
Dates	Topics
Week 1- 8/27, 8/29	Introductions, course requirements, community building
Week 2- 9/3, no class	First Days of School (unit A/An Effective Teacher), PHPAM
Week 3- 9/10, 9/12	First Days of School (unit A/An Effective Teacher), Field Trip planning, overview of classroom management approaches.
Week 4- 9/17, no class	Classroom management approaches (cont.)/Living History Day Preparation
Saturday, 9/21/19	Special Event- Living History Day at PHPAM
Week 5- 9/24, 9/26	First Days of School (Unit B/Positive Expectations, Culture of Courtesy and Cooperation), Field Trip planning
Week 6- 10/1, no class	First Days of School (Unit C/Importance of Procedures & Consistency, Rules, Discipline Plan)/ Field Trip planning
Week 7- 10/8, 10/10	First Days of School (Unit C/Importance of Procedures & Consistency, Rules, Discipline Plan)
Week 8- 10/15, no class	First Days of School (Unit D Lesson Mastery, Marzano/Unit E Professionalism)
Week 9- 10/22, 10/24	Teach Like a Champion 62 techniques (students will present assigned techniques to share with the class)
Week 10- 10/29, no class	Teach Like a Champion 62 techniques
Week 11- 11/5, no class	Teach Like a Champion 62 techniques
Week 12- 11/12, 11/14	Teach Like a Champion 62 techniques
Week 13- 11/19, no class	Field Trip planning/ PHPAM presentations
Week 14- 11/26, no class	Teach Like a Champion 62 techniques/ Thanksgiving
Week 15- 12/3, 12/5	Teach Like a Champion 62 techniques
*Instructor may adjust the schedule as needed	