



Course Number: ED 404-90-2
Course Title: Managing Classroom Environments
Division Name: School of Education and Behavioral Sciences
Credits: 3
Term: Spring 2021
Class Location: Online
Course Dates: April 12, 2021- June 19, 2021

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

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

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

Upon completion of the undergraduate B.S. program in Elementary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary, Secondary, and/or Special Education students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary, Secondary, and/or Special Education students.
3. students.
4. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary, Secondary, and/or Special Education students.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

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	1	2	3
Marianist Values	2	3	5
WASC Core Competencies	4	1	4
Program Learning Outcomes	2	4	1

COURSE REQUIREMENTS:		
<p>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>.</p> <p>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).</p> <p>Hardin Question Responses- See Canvas for specific chapter questions, 150-200 words required per question. Read and respond to two others.</p> <p>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.</p>	260 PTS.	On-going
<p>Classroom and Behavior Management Plan/Portfolio: Students will create a personal classroom management plan utilizing the contents of the course. The instructions and template for this will be found in files. The paper should fully address all assignment prompts/sections.</p>	40 PTS.	DUE 6/19
TOTAL	300 PTS.	
Grade Grading Scale: 300- 288 = A, 287- 275 = B, 274 -262 = C		

My goal will be to return graded assignments within one week of the due date. I will respond to any inquires within 24 hours.

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.

Netiquette Guidelines: The correct or acceptable way of communicating on the Internet.)
Rules- [see website](#) or copy and paste: <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

University Policies

Academic Honesty Statement: 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 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.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

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).

Schedule	
Week	Readings
1	First Day of School- Unit A, Effective classroom management: Models and strategies for today's classroom-chapters 1&2
2	First Day of School- Unit B, Effective classroom management: Models and strategies for today's classroom-chapters 3&4
3	First Day of School- Unit C, Effective classroom management: Models and strategies for today's classroom-chapters 5&6
4	First Day of School- Unit C, Effective classroom management: Models and strategies for today's classroom-chapters 7&8

5	First Day of School- Unit D, Effective classroom management: Models and strategies for today's classroom-chapters 9&10
6	Functional Behavioral Assessment/Behavior Support Plan, First Day of School- Unit E/Epilogue, Effective classroom management: Models and strategies for today's classroom-chapters 11&12, Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- techniques 1-12
7	Effective classroom management: Models and strategies for today's classroom-chapters 13&14, Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- techniques 13-23
8	Effective classroom management: Models and strategies for today's classroom-chapter 15, Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- techniques 24-35
9	Robert Marzano's Nine Effective Strategies, Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- techniques 36-50
10	Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- techniques 51-62