

Course Number: ED 404-00-1

Course Title: Managing Classroom Environments

Division Name: School of Education and Behavioral Sciences

Credits: 3

Term: Fall 2021

Class Location: Brogan 102, 1:00 - 2:20 pm

Course Dates: August 24, 2021-December 9, 2021

Instructor Name: Lorna M. Gomes

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Office Location: to be determined

Office Hours: Thursdays 11:30 - 1:00 pm

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 choices based on research findings that are developmentally appropriate, both student and teacher-centered. **No Observation and Participation hours this semester. Classroom videos will be used instead.**

Mission Statement and Marianist Values:

The mission of the Education Division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianists' values, current research, and best practices. The course *Managing Classroom Environments* incorporates two Marianist characteristics. The aim of the course is to provide our teacher candidates with an **integral, quality education**. Knowing how to create a positive, productive classroom environment is one of the goals of this course. To education for **service, justice, peace** is another Marianist characteristic that informs this course. Teacher candidates will learn how to differentiate instruction in order to address the various learning needs of diverse and exceptional students in their classroom. This is reflected in the student collaborative assignment to create grade level differentiated learning stations.

Required Learning Materials (3):

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

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

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

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

Readings from Hardin, C. (2012). *Effective classroom management: Models and strategies for today's classroom*. (3rd edition) Boston: Pearson.

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 students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

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

Assignments	Pts.	Due date
<p>Weekly postings, discussions/Video Reflections. You will need to respond to discussions/assignment 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 elaboration, 100-150 words. These responses are due by the next day <u>Sunday</u>. Since students not only benefit from course readings but from other students' postings, late postings and late responses to peers will result in a loss of points. -1 for every day late.</p> <p><i>The First Days of School Assignments:</i> You will provide summaries of each unit, chapter by chapter (100-150 words each chapter) from the <i>First Days of School</i> textbook. You will pick one highlight of the unit to share in class discussions. <u>You need to respond to one colleagues' highlight (this can be brief, only 50+ words).</u></p> <p>Teach Like a Champion 2.0: - Students will select a strategy 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> <p>Differentiated Learning Stations: This will be a collaborative group activity. In assigned groups, students will design grade level specific learning stations and plans for implementation. This will occur later in the semester</p>	120	Weekly

Classroom and Behavior Management Plan/Portfolio: Students will create a personal classroom management plan utilizing the contents of the course. There is a template in files. There are 10 components of this plan/portfolio. Please review the grading rubric.	80	12/7/21
Total	200	

Grading Scale: 200- 190 = A, 189- 178 = B, 177-165 = C, 164-152=D, below 151 = F

Grade Dissemination/Feedback: My goal will be to return graded assignments within one week of the due date. Emails to the instructor will be answered with 24 hrs. Students can text the instructor for urgent matters.

Late Work Policy: Weekly postings, discussions/Video Reflections. You will need to respond to discussions/assignment prompts described in the weekly module. These will be due on Saturday of the specified week. Two responses to colleagues will be required. These should be thoughtful, descriptive feedback, not simply ‘good job’, ‘I agree’ without elaboration, 100-150 words. These responses are due by the next day Sunday. Since students not only benefit from course readings but from other students’ postings and from your feedback on students’ postings, late postings and responses to peers will result in a loss of points. -1 for every day late. 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.

Academic Conduct Policy. *From the 2019-2020 Undergraduate Academic Catalog (p. 39):* Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook \(Links to an external site.\)](#).

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. Please do not hesitate to text for urgent matters.

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/>

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 7354845](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. Due to concerns about Covid19, students should not come to class if they feel unwell. All assignments can be submitted via Canvas.

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 preservice 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, oneonone 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 [\(808\) 7354724](tel:8087354724).

Schedule

Wks	Readings
1 8.24 to 8.26	<p>Module 1: Read First Days of School- Unit A, Chapter 1, p. 2 - 11. What is an Effective Teacher? & Chapter 2, p. 12 - 19. How to Succeed on the First Days of School. Reflection due on Sat. Aug. 28, 2021 11:59 pm. Two responses to classmates due on Sun. Aug. 29, 2021 11:59 pm</p>
2 8.30 to 9.2	<p>Module 2: Read First Days of School- Unit A Chapter 3 - 5 p. 20-46 How the First Year Can be Successful, How to Close the Achievement Gap, How Proven, Research-Based Practices Help Reflection due on Sat. Sept. 4, 2021 11:59 pm. Two responses to classmates due on Sun. Sept. 5, 2021 11:59 pm</p> <p>Watch Video & write a reflection: Creating Community (morning meetings, various grades) - 10 pts.</p>
3 9.7 to 9.9	<p>Read First Days of School- Unit B Chapters 6 - 9 p. 47 - 90 First Characteristic - Positive Expectations. Why Positive expectations are Important How to Invite Students to Learning How to Dress for Success How to Create a Culture of Courtesy and Cooperation</p> <p>Reflection due on Sat. Sept. 11, 2021 11:59 pm. Two responses to classmates due on Sun. Sept. 12, 2021 11:59 pm</p> <p>Watch Videos & write a reflection- Creating Community & Building a Culture of Learning 20 pts. (10 each)</p>
4 9.14 to 9.16	<p>First Days of School- Unit C Chapters 10-13 p. 91 - 129 Second Characteristic - Classroom Management Why You Want a Well Managed Classroom How to Have Your Classroom Ready How to Introduce Yourself to Students How to Arrange and Assign Seating</p> <p>Reflection due on Sat. Sept. 18, 2021 11:59 pm. Two responses to classmates due on Sun. Sept. 19, 2021 11:59 pm</p> <p>Watch Videos & write a reflection: Beginning Teacher to Improve Engagement & Group Circle- 20 pts. (10 each)</p>

<p>5 9.21 to 9.23</p>	<p>First Days of School- Unit C Chapters 14-17 p. 130 - 218 Second Characteristic - Classroom Management How to Start a Class Effectively each day How to Teach Classroom Procedures How to Create Consistency in the Classroom How to Have an Effective Discipline Plan</p> <p>Reflection due on Sat. Sept. 25, 2021 11:59 pm. Two responses to classmates due on Sun. Sept. 26, 2021 11:59 pm</p> <p>Watch Video & write a reflection: Importance of Attitude - 10 pts.</p>
<p>6 9.28 to 9.30</p>	<p>First Day of School- Unit D Chapters 18 - 21 p. 219 - 288 Third Characteristic - Lesson Mastery How to Create an Effective Lesson How to Assess for Student Learning How to Evaluate for Student Learning How to Enhance Student Learning</p> <p>Reflection due on Sat. Oct. 2, 2021 11:59 pm. Two responses to classmates due on Sun. Oct. 3, 2021 11:59 pm</p>
<p>7 10.5 to 10.7</p>	<p>Project-Based Learning (PBL) Learning Strategy Handout to follow</p> <p>No reflection due Watch video & discuss with a partner on what you saw: Project Based Learning</p>
<p>8 10.12 to 10.14</p>	<p>First Day of School- Unit E/Epilogue Chapters 22 - 23 p. 290 - 324. How to be an Effective Teacher/How to Maximize Your Potential</p> <p>Reflection due on Sat. Oct. 16, 2021 11:59 pm. Two responses to classmates due on Sun. Oct. 17, 2021 11:59 pm</p>
<p>9 10.19 to 10.21</p>	<p>Functional Behavior Assessment (FBA)/ Behavior Support Plan (BSP, Theories of Classroom Management: Inner Discipline Guest speaker: SPED Teachers</p>
<p>10 10.26 to 10.28</p>	<p>Differentiated Learning Centers, Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- Techniques 1-15 p. 27 - 88</p> <p>Reflection due on Sat. Oct. 30, 2021 11:59 pm. Two responses to classmates due on Sun. Oct. 31, 2021 11:59 pm</p>

11 11.2 to 11.4	Differentiated Learning Centers, Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- Techniques 16-23 p. 88 - 131 Reflection due on Sat. Nov. 6, 2021 11:59 pm. Two responses to classmates due on Sun. Nov. 7, 2021 11:59 pm
12 11.9 to 11.16	Differentiated Learning Centers, Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- Techniques 24-35 p. 131 - 165 Reflection due on Sat. Nov. 20, 2021 11:59 pm. Two responses to classmates due on Sun. Nov. 21, 2021 11:59 pm
13 11.18 to 11.23	Educator Effectiveness System for the Dept. of Education Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- Techniques 36-49 p. 167 - 223 Reflection due on Sat. Nov. 27, 2021 11:59 pm. Two responses to classmates due on Sun. Nov. 28, 2021 11:59 pm
14 11.30 to 12.2	Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College- Techniques 51-62 Reflection due on Sat. Dec. 4, 2021 11:59 pm. Two responses to classmates due on Sun. Dec. 5, 2021 11:59 pm
15 12.7 to 12.9	Final Assignment Due: Classroom Mgt. Plan Share highlights in class