Chaminade University OF HONOLULU

Course Number: ED 404
Course Title: Managing Classroom Environments
College/School/Division: School of Education and Behavioral Sciences
Term: Fall 2024
Credits: 3

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- 2 - 4 hours (Office Hours)
- 12 - 24 hours (Nights/Weekends)
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University Course Catalog Description
This course develops strategies for successfully managing environments for student success with the focus on the teacher as guide and facilitator. The content includes the study of research findings that are developmentally appropriate for classroom management techniques. Prerequisites: ED 220, ED 221.

Conceptual Framework:
The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively with a diverse community of learners.

Educator Code of Ethics
The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

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

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

Program Learning Outcomes
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

Students will be able to:	PLO
CLO 1: Explore best practices related to classroom management, the establishment of class rules, procedures, routines and motivational strategies for a variety of students.	1 and 5
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.	4
CLO 3: Construct a classroom management plan and philosophy that addresses both Instructional and behavior management issues.	2 and 3

Learning Materials
- *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 3.0: 63 Techniques that Put Students on the Path to College* 2nd Edition by Doug Lemov (to be used second half of the class) ISBN 9781119712619 (paperback) ISBN 9781119712626 (ePDF) Publisher: Wiley
    o Amazon/ Kindle eBook available

Supplementary Learning Materials/Requirements: You will need to be comfortable accessing YouTube videos, create and utilize a FlipGrid account, and be able to work in Google Docs. You will also need to know and utilize Proper APA Formatting for all assignments for paper formatting as well as in-text citations (to avoid plagiarism).

- APA General Format:
    o https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- APA Example Paper:
    o https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Credit Hour Policy

This is a three credit course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 43.5 hours in class, 15 hours

writing reflection papers, 20 hours developing and participating in your Mock Classroom Management Project, 25 hours writing and revising the Classroom Management Philosophy Paper, and 10 hours developing your Digital Portfolio. There will be an additional 21.5 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 1.5 total hours per week.

Assessment

Assignments	Max Points	Your Points
Participation in Discussions (In class *and/or* On Canvas) ● 10 Discussions – 2 Point Each (1 for Your Initial Perspective and 1 for Peer Response)	20	/20
Chapter Review Reflections ● 10 Reflections – 2 Points Each (minimum 2 pages)	20	/20
Mock Classroom Project ● Mini Lesson: Plan (20 Points) and Teach (20 Points) ● Participation in Project Days (15 Points) ● Final Reflection Paper (15 Points)	70	/70
Classroom Management Philosophy ● Develop your own philosophy for Classroom Management and how you'd apply what you learned in this course in your own classroom. ● Minimum 5 Page Paper - APA Formatting Required	30	/30
Classroom and Behavior Management Portfolio ● Creation of Individual ED 404 Website using Weebly (*must provide link*) that showcases each revised Chapter Review Reflection based upon feedback and your finalized Classroom Management Philosophy.	10	/10
Total	**150**	**/150**

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment.

TurnItIn Rates: "RED" will result in an automatic redo of the assignment and/or a "0" score.

***ALL assignments (*with the exception of the Weekly Discussions, Lesson Plan and Digital Portfolio*) must be written in **PROPER APA FORMATTING** (See Supplementary Learning Requirements Above).
- Proper APA Formatting
  - A Title Page
  - Running Head and Page #s
  - Appropriate Level 1 - Level 3 Headings
  - In-Text Citations
  - A References Page
- Times New Roman Font
- Size 12 Font
- Double Spaced
- Abstract - ONLY required for your Classroom Management Philosophy Paper, Does not count toward your 5 page minimum.

***No work will be accepted after the last day of the course (No Extensions Given) - See Week 16 Below.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

COURSE SCHEDULE

Week (Monday – Sunday)	Topic	Tasks
Week 1: 08/19 - 08/25	- **Introductions** - **Current Views of Classroom Management** - **What Makes an Effective Teacher** - **Writing guidelines and APA format review** - **Creating/Using FlipGrid Platform**	□ **Read:** "The First Days of School" - Unit A: Chapter 1 □ **FlipGrid:** Post Introduction Video □ **Video:** "The 5 Principles of Highly Effective Teachers" □ **Discussion #1:** Canvas □ **Reflection #1:** Canvas
Week 2: 08/26 - 09/01	- **What Makes an Effective Classroom** - **Preparing for the First Day of School** - **Creating a Plan for Successful Start** - **Getting Help and Support as an Educator**	□ **Read:** "The First Days of School" - Unit A: Chapter 2 and Chapter 3 □ **Video:** "Classroom Management" □ **Discussion #2:** Canvas □ **Reflection #2:** Canvas
Week 3: 09/02 - 09/08 **Mon 09/02 - Labor Day (No Classes)**	- **The Importance of Positivity** - **Creating an Inviting Environment** - **First Impressions as an Educator** - **Cultivating a Culture for Cooperation**	□ **Read:** "The First Days of School" - Unit B: Chapter 6 – Chapter 9 □ **Video:** "Childhood Trauma and the Brain" □ **Discussion #3:** Canvas □ **Reflection #3:** Canvas
Week 4: 09/09 - 09/15	- **Creating an Effective Classroom Environment** - **Teaching Classroom Procedures** - **Consistency in the Classroom** - **Creating an Effective Discipline Plan**	□ **Read:** "The First Days of School" - Unit C: Chapter 10 – Chapter 13 □ **Video:** "Classroom: Best Routines and Procedures" □ **Discussion #4:** Canvas □ **Reflection #4:** Canvas

Week (Monday – Sunday)	Topic	Tasks
Week 5: 09/16 - 09/22	- **Creating Effective Lesson Plans** - **Assessing and Evaluating Student Learning** - **Enhancing Student Learning** - **Promoting Student Engagement and Motivation** - **How You can be an Effective Teacher** - **Maximizing Your Potential**	☐ **Read:** "The First Days of School" - Unit D: Chapter 18 – Chapter 23 ☐ **Video:**"Effective Lesson Planning 101" <u>and</u> "Student Motivation: The ARCS Model" ☐ **Discussion #5:** Canvas ☐ **Reflection #5:** Canvas
Week 6: 09/23 - 09/29	- **Helping Students Feel Valued** - **Emphasizing Whole-Class Engagement** - **Building Upon Learning Rather Than Cutting Learning for Incorrect Answers** - **Remembering the Goal for Learning within Your Lessons**	☐ **Read:** "Teach Like a Champion" Chapter 4 Academic Ethos (Pg. 139 - 185) <u>and</u> Chapter 5 Lesson Structures (Pg. 187 - Pg. 233) ☐ **Video:** "Backwards Design Overview with Examples" ☐ **Discussion #6:** Canvas ☐ **Reflection #6:** Canvas
Week 7: 09/30 - 10/06	- **The Foundations for Building a Positive Classroom Culture** - **Utilizing a Sense of Belonging to Enhance Learning and Engagement** - **Classroom Systems** - **Developing Routines**	☐ **Read:** "Teach Like a Champion" - Chapter 10 Procedures and Routines (Pg. 385 - Pg. 417) ☐ **Video:** "Building a Belonging Classroom" – "Fostering Belonging with Classroom Norms" and "Sense of Belonging" ☐ **Discussion #7:** Canvas ☐ **Reflection #7:** Canvas
Week 8: 10/07 - 10/13	- **High Behavioral Expectations** - **Response to Intervention: Tiers of Intervention**	☐ **Read:** "Teach Like a Champion" - Chapter 11 High Behavioral Expectations (Pg. 419 - Pg. 473) ☐ **Video:** "Response to Intervention: R.T.I" and "IPD: Multi-Tiered Systems of Support" ☐ **Discussion #8:** Canvas ☐ **Reflection #8:** Canvas
Week 9: 10/14 - 10/20	- **Building Character and Trust** - **Emotional Constancy and Transparency** - **Impacts of Developing, Enhancing and Maintaining Positive Relationships on Classroom Management**	☐ **Read:** "Teach Like a Champion" - Chapter 12 Building Student Motivation and Trust (Pg. 475 - Pg. 501) ☐ **Video:** "Relationships: the Tool That Was Never Taught" ☐ **Discussion #9:** Canvas ☐ **Reflection #9:** Canvas

Week (Monday – Sunday)	Topic	Tasks
Week 10: 10/21 - 10/27	**- Planning Your Own Effective Lesson** **- Study Guide Sheet for Mock Classroom Project:** *Reviewing different potential students, their backgrounds, triggers and exhibited behavior and how to best meet their needs in the classroom.* **- How to write and develop a Mini Lesson** **- Sign up for Mock Classroom Project Day**	☐ **<u>Read</u>:** "Teach Like a Champion" - Chapter 2 Lesson Preparation (Pg. 37 - Pg. 73) <u>and</u> Chapter 3 Check for Understanding (Pg. 75 - Pg. 136) ☐ **<u>Discussion #10</u>:** Canvas ☐ **<u>Reflection #10</u>:** Canvas
Week 11: 10/28 - 11/03	**Mock Classroom Project:** *Preparation and Planning*	☐ **Plan your Mini Lesson** ☐ **Sign-Up for Project Day**
Week 12: 11/04 - 11/10 **TUES 11/05 - Election Day (No Class)**	**Mock Classroom Project:** *2 Students <u>Per</u> In-Person Class Day*	☐ **Project Presentation Days** ☐ **Final Reflection -** *Based on the week you present*
Week 13: 11/11 - 11/17 **MON 11/11 - Veterans Day (No Class)**	**Mock Classroom Project:** *2 Students <u>Per</u> In-Person Class Day*	☐ **Project Presentation Days** ☐ **Final Reflection -** *Based on the week you present*
Week 14: 11/18 - 11/24	**- Developing your Classroom Management Philosophy**	☐ **<u>Classroom Management Philosophy Paper</u>**
Week 15: 11/25 - 12/01 **Thurs 11/28 and Fri 11/29 - Thanksgiving Break (No Class)**	**- Developing your Classroom Management Philosophy**	☐ **<u>Classroom Management Philosophy Paper</u>**

Week (Monday – Sunday)	Topic	Tasks
Week 16: 12/02 - 12/06 Fall 2024 Semester Ends 12/06	- Putting Together your Digital Classroom and Behavior Management Portfolio	☐ Portfolio Website ***All assignments (missing and/or revised) due by 11:59 on Friday 12/06/2024. ***NO WORK WILL BE ACCEPTED AFTER THE 12/06/2024 DEADLINE

***Schedule may be subject to change based on the dynamics of current events.

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Student Responsibilities
- It is important for you to bring the textbook to each class and to keep up with the assigned readings/course material.
- Professional behavior is expected in and beyond our class environment.
- Appropriate, meaningful technology such as tablets and laptops may be used through my facilitation during class. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and please respect my time and your classmates. Cellphones/Smartphones should be placed on silent and please answer messages after class. Continued inappropriate usage of electronic devices will result in deduction of participation points.

Online Course Guidelines
- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.

Writing Standards
All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

One-on-One Tutoring
Kōkua ʻIke: Center for Student Learning offers drop-in tutoring for a wide range of classes and no appointment is needed! Tutoring is offered on a first come first serve basis and free to all Chaminade Students. You can also make an appointment: https://chaminade.edu/advising/kokua-ike/
Email: tutoring@chaminade.edu

Academic Honesty
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.

Academic Conduct Policy
From the Undergraduate Academic Catalog:

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.

Title IX Compliance
Chaminade University of Honolulu 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. If you or

someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

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 to Kokua Ike: Center for Student Learning 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 accommodates. If you would like to determine if you meet the criteria for accommodations, contact ada@chaminade.edu.

Attendance Policy
As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.
Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.
Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.