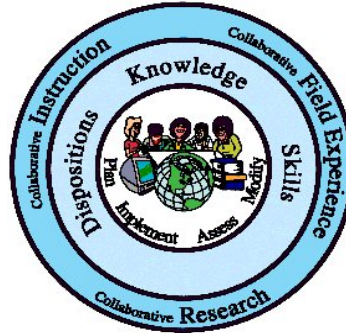


# EED 385

## Creating a Positive Classroom Environment in Elementary Schools

*EED 385 is a required course for Academic Studies EC-4, EC-6 and 4-8 certifications.*

### College of Education



Enhancing The Future  
Through Educator Preparation

### Department of Curriculum and Instruction

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#### TEXT/READINGS:

Lindberg, J.A., Kelley, D. E., Swick, A.M. (2005)

**Common-Sense Classroom Management for Elementary Teachers.**

Corwin Press, Thousand Oaks, California.

Tucker, G. (2004) **First Year Teacher Notebook:**

**The Heart of Teaching Series.** GTK Consulting, Inc.  
(806) 353-7291. [www.gingertucker.com](http://www.gingertucker.com)

#### COURSE DESCRIPTION:

EED 385 provides an overview of planning for a positive classroom environment in elementary schools. This course is a survey of classroom management components and strategies including planning for effective instruction. Students will gain knowledge and skills in designing effective classrooms, developing rules and procedures, engaging students, working with diverse learners, motivational strategies, communicating with parents and managing student behavior under a variety of circumstances. Students will also learn the elements of effective instructional planning. This is a Level I Field Experience and will consist of 10 hours in a public school classroom. These ten hours will be focused observations related directly to instruction in this course and will be reported through a Field Experience Reflective Response Document. The ten hours will be arranged through the Office of Field Experience. See Field Experience Attachment for a more detailed explanation.

**MATRIX:  
 DESCRIBES RELATIONSHIP OF STANDARDS, OBJECTIVES, ACTIVITIES AND  
 ASSESSMENTS**

<b>Objectives/Learning Outcomes</b>  The Candidate will be able to:	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>  <b>Classroom Management Plan (#CMP indicates a written assignment)</b>  <b>Rubrics for each of the assignment in the CMP Document</b>  <b>Field Experience Observation and Reflection (#FE indicates a written assignment)</b>  <b>Rubrics for each of the assignment in the FE Document</b>  <b>Planning for Learning Packet (#PLP indicates a written assignment)</b>  <b>Rubrics for each a in PLP document</b>	<b>Standards</b>  <b>Legend:</b>  <b>State Standards</b>  <i>NAEYC Standards</i>  <u>NCATE STANDARDS</u>
Describe behaviors of effective teachers	Discussion of reading assignment. (see calendar of reading assignments)  Designing charts of effective and ineffective characteristics of teachers  Discuss impact of effective teachers opposed to ineffective teachers	Group creation of charts  Quality of class discussion.	2.1s, 2.2k 2.3k, 2.4k, 2.5k, 2.18k, 2.18s, 2.19k, 2.19s, 2.20k, 2.22k  4a  <u>1, 4</u>

<p>Use the AEIS Report to describe a school campus and predict classroom and student needs.</p> <p>Use AEIS to determine how to collect and use information for Conceptual Factors in TWS.</p>	<p>Presentation of how to find and print AEIS reports by campus. Students bring to next class</p> <p>Presentation on AEIS reports using a “marked AEIS report” to discuss the various components and why each is important. Implications of high low SES, high mobility, etc.</p> <p>Class activity: In groups. Use their own AEIS reports to answer a set of questions. Use the answers to the questions to describe their campus and predict student needs for instruction.</p> <p>Discussion of the significance of the use of AEIS reports to improve the instruction for all students</p>	<p>Quality of products produced in class and the discussion</p> <p>Quality of group descriptions and implications for campus based on AEIS (relate to</p> <p># CMP AEIS See Rubric</p> <p>*#FE use the AEIS Report to describe school and relate to classroom management and instructional needs See Rubric</p>	
<p>Design a classroom for effective instruction</p>	<p>Discussion :what makes an effective classroom and the impact of classroom arrangement.</p> <p>Presentation, power-point and discussion on factors to consider and reasons for specific room arrangements.</p> <p>In groups, using past experiences draw on charts three well arranged classroom and three poorly arranged classrooms. Post for discussion on the reasons</p>	<p>Readiness and ability to participate in discussion</p>	<p><b>2.19k, 2.19s, 2.20k, 2.22k</b></p>

	<p>each is good or poor arrangement</p>	<p>#CMP: Create a classroom arrangement and explain rationale. See rubric</p> <p>*FE: Observe and sketch a classroom making specific notations . Draw conclusions about the impact of the arrangement</p>	
<p>Develop appropriate rules and consequences for a given classroom</p> <p>Explain the rationale for each of the rules</p> <p>Explain how to effectively communicate the rules and reinforce them as needed</p>	<p>Discussion of reading assignment, group charts of appropriate rules and consequences with rationale.</p> <p>Class discussion of several power point</p> <p>Class creates list of rules for “creating rules and consequences” and gives rational for each.</p> <p>Discussion of effective ways to communicate and maintain rules.</p> <p>Discuss various models of delivering consequences</p> <p>Video Effective Teachers</p>	<p>Discussion of rules and consequences including readings, level of understanding of groups creating sample of rules and consequence with rationale.</p> <p>CMP Create rules and consequences for a classroom.</p> <p>CMP : Create model for delivering consequences</p> <p>*FE Observe and make notations. Make inferences from observations as to how well rules were taught and maintained.</p> <p>*FE Note if consequences are given or needed and not given. Comment on how that impacted student behavior</p> <p>CMP Describe how to teach and reinforce rules</p>	<p><b>2.14k, 2.14s, 2.15k, 2.8k, 2.6k, 2.8k, 2.10k, 2.6s, 2.10s, 2.15k</b></p> <p>4a</p> <p><u>1</u></p>

		*FE Analyze classroom operation of rules and consequences.	
<p>Identify important procedures for an effective classroom.</p> <p>Describe identified procedures in detail and describe their importance</p>	<p>After reading, groups develop procedures for selected activities and share with class.</p> <p>Groups analyze examples of procedures to determine effectiveness</p> <p>Class discussion of power points</p>	<p>Daily participation grade based on quality of classroom activities</p> <p>Daily participation grade based on the level of analyzes of procedures</p> <p>CMP Generate procedures for a classroom and justify their choices</p> <p>*FE. Analyze the procedures and justify their ideas</p>	<p><b>2.6k, 2.9k2, 10k, 2.6s, 2.9s, 2.10s</b></p> <p>4a, 4b</p> <p><u>1</u></p>
<p>Identify important transitions within a classroom.</p> <p>Describe in detail how transitions should occur</p>	<p>After reading, groups will select one of the types of transitions and prepare charts to describe.</p> <p>Groups will develop reasons for transitions and give examples of what could happen without them</p>	<p>Daily participation grade based on readiness to discuss the topic.</p> <p>Daily participation grade on level of discussion on transition.</p> <p>CMP Create examples of transitions for their class</p> <p>*FE Analyze use of transitions in assigned classroom</p>	<p><b>2.8s, 2.9k, 2.9s, 2.14k, 3.1s</b></p> <p>4a, 4b</p> <p><u>1</u></p>

<p>Describe three levels of student misbehaviors</p> <p>Explain teacher behaviors designed to stop student misbehaviors at each of the three levels</p>	<p>Groups list behaviors that fit into each of the categories and suggest strategies for correcting</p> <p>Presentation, power-point of suggested strategies for correcting behavior</p> <p>Role play of examples</p> <p>Review student handbooks to determine descriptions of the levels</p>	<p>Participation grade on group activity</p> <p>Grade for level of participation</p> <p>CMP Student describe strategies for correcting behavior at each level</p> <p>*FE Identify behavior issues and analyze the teacher's responses</p>	<p><b>2.14s, 2.14s, 1.15k, 2.15k, 2.15s, 2.17k, 2.18k</b></p> <p><i>4a, 4b</i></p> <p><u>1</u></p>
<p>Create appropriate forms of written communications with parents</p> <p>Plan an effective parent conference</p> <p>Describe effective strategies for communicating with parents</p>	<p>Discussion of materials and power point related to parent communication</p> <p>Groups develop a parent conference and role play</p> <p>Brainstorming of variety of strategies for positive communication with parents</p>	<p>CMP Prepare introductory letter to parents.</p> <p>CMP Prepare packet explaining classroom procedures to parent</p> <p>CMP Develop a list of strategies for developing positive parent communications.CMP</p> <p>CMP Develop an agenda for a parent conference</p>	<p><b>3.1k, 3.2k, 3.3k</b></p> <p><i>4b</i></p> <p><u>1, 4</u></p>
<p>Describe a variety of strategies for engaging students actively in the learning</p> <p>Identify various diverse learners that would occur in a given classroom and their specific instructional needs</p> <p>Describe strategies that would engage specific</p>	<p>Group discussion and sharing of why student engagement is critical.</p> <p>Identify own styles Dun &amp; Dun; Gardner's Intelligences, Colors</p> <p>Presentation and discussion of each of the learning styles aimed at why it is important</p>	<p>Participation on completion of "tests" and class preparation needed for discussion</p> <p>CPM Identify and describe 4-5 strategies for working with various learning styles</p> <p>CMP Describe at least 3 modifications that</p>	<p><b>2.4k, 2.4s, 2.5k, 2.5s, 2.1s, 3.1s, 3.3s, 3.12s, 3.13s, 3.20s</b></p> <p><i>4b</i></p> <p><u>1, 4</u></p>

<p>diverse learners and be able to explain choices</p>	<p>Identify examples of diverse learners in classrooms and provide at least two strategies for meeting need</p> <p>Presentation and power points to provide insight and discussion</p>	<p>might be “common” in an inclusion classroom</p> <p>CMP Describe at least 3 cultural needs of a minority population and describe how best to address in a classroom</p>	
<p>Describe various motivational incentives for whole classes</p> <p>Describe motivational incentives for small groups and individuals.</p>	<p>Based on reading and research assignment, groups develop class motivational strategies and share.</p> <p>Groups develop samples of both small group and individual incentives.</p> <p>Class critique of the various methods</p>	<p>Participation grade base on examples brought to class of incentives for whole class, small groups and individuals</p> <p>Readiness to participation based on readings.</p> <p>CMP Create motivational plan for class</p>	<p><b>2.3k</b></p> <p><i>4a, 4b</i></p> <p><u>1</u></p>
<p>Identify major components for an effective first day of school</p> <p>Describe in detail the first day of school at a selected grade level.</p>	<p>Video and discussion Harry Wong</p> <p>Class discussion of the many components that make up a school day: Divide into morning; lunch; afternoon</p> <p>Groups develop examples of what would be components of each of the three divisions in a day . Posted on chart paper for class discussion</p> <p>Groups select a grade level and create the sequence of events emphasizing what procedures including transitions they would use and how they would teach that procedure. Identify which would have to be</p>	<p>Participation grade based on quality of discussion</p> <p>CMP Describe in detail the first day of school</p>	<p><b>2.2k, 2.3k, 2.4k, 2.4s, 2.5k, 2.8, 2.6k, 2.9k, 2.10k, 2/14k, 2.15k, 2.18k, 2.22k, 3.3k,</b></p> <p><i>4b</i></p> <p><u>1</u></p>

	<p>taught the first day and which could wait</p>		
<p>Explain how TEKS are used in effective planning</p> <p>Explain the significance of Student Expectations</p> <p>Describe Bloom's Taxonomy and how it is essential for effective planning, instruction and assessment.</p> <p>Explain the relationship of SE's, objectives, level of student learning, and assessment</p> <p>Convert the student expectation into an appropriate lesson objectives and assessment</p> <p>Use TEKS for a specific grade level to select appropriate TEKS and SE's for a given topic at a given level</p> <p>Design at least three skeleton lessons aligning TEKS, SE's, Objectives, and Assessment</p> <p>Describe the components of an effective lesson and explain each component</p> <p>Describe how student</p>	<p>Interact with TEKS as a planning tool.</p> <p>Relate Bloom's to TEKS, Objectives and Planning</p> <p>Practice writing objectives and aligning to TEKS and assessments</p> <p>Practice in writing and aligning TEKS, SE's, Objectives, and Assessments</p> <p>Writing effective lessons plans</p> <p>Review each theory for complete understanding.</p> <p>Class discussion on the importance of each major theory.</p> <p>Plan lessons.</p> <p>* Visit with the mentor about strategies for creating a climate of respect and rapport.</p> <p>* Identify applications of the</p>	<p>Participation grade on having appropriate TEKS</p> <p>Class participation in using TEKS</p> <p>Class participation in using Bloom's in TEKS, writing objectives, and planning lessons</p> <p>Class participation in writing objectives and aligning</p> <p>Class participation in writing appropriate plans</p> <p>Class participation in writing effective lesson plans</p> <p>Developing lesson plans as group activity</p> <p>PLP Writing appropriate aligned TEKS, SE, Objectives, and assessments</p> <p>PLP Creating multiple, multi-leveled classroom objectives using Blooms from one higher level SE.</p>	<p><b>1.5k, 2.1k, 2.22k, 3.1k, 3.2k, 3.3k, 3.4k,</b></p> <p><i>4b</i></p> <p><u>1, 2, 3, 4</u></p>



<p>differences such as learning styles, ethnicity, economic levels, and disabilities effect planning.</p> <p>Design lessons with appropriate TEKS, SE's, Objectives, learning strategies, and assessments.</p>	<p>major theories in field experience.</p>	<p>PLP Creating effective lesson plans</p> <p>*FE Reflections on the quality of instruction and rationale for answer</p> <p>*FE Reflection on observable relationship between the quality of instruction and student behavior.</p>	
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**NAEYC Initial Standards:**

<http://www.naeyc.org/faculty/pdf/2001.pdf>

**State Standards for Pedagogy and Professional Responsibilities (PPR):**

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards>

**NCATE Standards**

<http://www.ecu.edu/cs-educ/account/upload/NCATEstds.pdf>

**College of Education Conceptual Framework**

<http://www.shsu.edu/~ncate/concept.html>

**Domains/Competencies:**

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (PPR)**

A brief explanation:

- State standards are translated into Competencies for which you will be held accountable on the TExES PPR exam.
- More importantly you will have acquired the knowledge and skills that represent the model teacher as described in all teacher research.
- Each course in the Curriculum and Instruction ACS Curriculum focuses on assisting students in mastering specific competencies.
- This course focuses on **Competency 3 in Domain I and Competencies 5 and 6 in Domain II.**
- These competencies deal with planning and managing classrooms and students.

For the PPR competencies related specifically to this course (3, 5, & 6), see competencies in your PPR Portfolio or in "Standards" in Course Documents on Blackboard. The competencies for this course will also be attached to the template for reporting the relationship of our competencies to the major course assignments.

NAEYC Standards (See Standards in Course Documents on Blackboard)

NCATE Standards (See Standards in Course Documents on Blackboard)

### **COURSE FORMAT:**

This course consists of lectures enhanced with power point presentations and other visuals, discussions and group activities. Reading and reviewing blackboard materials prior to class is expected for class discussions and group activities. The course also has a 10 hour field experience component which will be assigned by the Office of Field Experience. You will have specific assignments related to your field experience. Since much of the course depends on your preparation for class and the class activities, participation is critical and thus attendance is essential.

In this class we will focus on the following essential IDEA objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material

### **COURSE CONTENT:**

The major topics are:

- Why is establishing a positive environment important?
- How do you establish a positive environment where students feel emotionally and physically safe and are encouraged to take risks and participate fully in the activities?
- What roles do the community, district, and campus play in the impacting the students in your classroom. ( Reading and analyzing the AEIS report)?
- The components of these topics will include:
  - Physical room conditions
  - Rules and consequences
  - Procedures
  - First Day Procedures and expectations
  - Student behavior management
  - Diverse populations
  - Working with parents
  - Motivational /engagement strategies
  - Incentives for whole class, small groups, and individuals
- What role does quality instruction and planning play in creating and maintaining a positive learning environment?
- Basic planning using the TEKS and Blooms Taxonomy will be an expectation.

### **COURSE REQUIREMENTS:**

- Participation in class activities
- Completion of a competency justification template with each assignment
- Completion of the Teacher Disposition Summary Chart
- Completion of the 4 major assignments
- Completion of the 10 hours of field experience

### **Assignments:**

1. A classroom management plan for creating a positive learning environment
2. A field experience packet which relates to your field experiences and compares what you observe to what you are learning in the classroom.
3. Class Participation

**Following is a brief overview of each major assessment area. Detailed information about each assignment can be found on Blackboard.**

#### **\*CLASSROOM MANAGEMENT PLAN FOR CREATING A POSITIVE LEARNING ENVIRONMENT**

You will respond to questions related to topics discussed in your class such as 1. How the physical space impacts student behavior and learning 2. Why are rules and procedures critical for a positive environment and how do you develop, teach and reinforce the ones you make or 3. Describe what you will do one the first day of class.

For each topic you will respond to questions and relate your responses to the TEXES competencies. These will be assigned throughout the semester and will be due separately.

The individual assignments will be graded and returned so the student can create their CLASSROOM MANAGEMENT PLAN FOR CREATING A POSITIVE LEARNING ENVIRONMENT

#### **\*FIELD EXPERIENCE OBSERVATIONS AND REFLECTIONS**

You will select 10 hours of field experience by selecting your days and times as well as campuses from the Office of Field. Each time you are at your field experience, you will make notes and collect data so you can then answer the specific questions related to the topic your were observing on that day.

You will be asked to answer questions about topics that are being studied in class. You will be asked to make observations, analyze what you have observed and then draw some conclusions based on what you are learning in class. You will have 8 specific topics that you will observe, take notes about, and write responses. For example one observation topic will be an analysis of the physical arrangement of the classroom and how it impacts student behavior. The topics will be similar to those in your Classroom Management Plan.

#### **\*CLASS PARTICIPATION/ACTIVITIES**

Class attendance and active participation are critical in this class. You are expected to have read the assigned material prior to class. You should bring items posted on Blackboard that relate to the topic of the day. Being unprepared or unwillingly to participate appropriately will result in a loss of points.

**ASSESSMENT / ASSIGNMENTS** **1000 TOTAL**

Classroom Management Plan	450
Creating a Positive Learning Environment	
Field Experience	300
Field Experience Observation	
Class participation	250

*Participation points can only be earned if you are in class. There is no make-up for participation points.*

**EXPECTATIONS:**

**Attendance Policy:** Regular and punctual attendance is expected. An absence is defined as not being in your seat during class time. As per University policy, candidates are permitted no more than an equivalent of 3 missed hours from class. It is important that candidates notify the professor and the mentor teacher via email; this will serve as documentation of the absence.

Attendance (absences, tardies, and early exits) will be documented each day. This information will be used to decide borderline grades and to write letters of recommendation. When a student is absent more than 3 hours, the candidate will be notified by the professor that they have exceeded the maximum allowed. Upon the next absence, the candidate will attend a conference with the methods professors as well as the Chairperson of Curriculum and Instruction to determine if the candidate needs to continue in the program.

Daily grades are given for class participation and in-class assignments. **Daily work cannot be made up.** I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

Assignments need to be turned in on the due date. Assignments should be submitted in hard copy; no emailed assignments will be accepted. Extenuating circumstances will be handled on an individual basis.

**Professionalism:**

Attendance, punctuality, the quality interaction with colleagues and supervisors, and timely submission of assignments demonstrate your level of professionalism, which in turn, signals your readiness to advance in the teacher education program. (Often described and documented in Dispositions)

**Field Experiences:**

This is a field-based course. Therefore, a major portion of the grade is based on activities relating to field-based hours. Students are required to spend 10 hours at a field site. Students are encouraged to spend as much time as possible in school settings. Field experience in this course is designed to be observation only.

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

**AMERICANS WITH DISABILITIES ACT:**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

**BIBLIOGRAPHY:**

Payne, Ruby K. (2005). *A Framework for Understanding Poverty*. Highlands, TX: aha!Process, Inc.

Slocumb, Paul Dr. (2005) *Hear Our Cry... Boys in Crisis*. Highlands, TX: aha!Process, Inc.

Wong, Harry K. & Wong, Rosemary T. (1994) *The First Days of School*. Mountain View, CA: Harry Wong Publications, Inc.