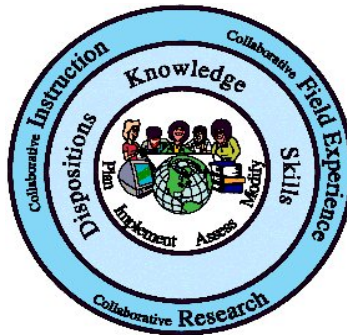


EED 385.05

Creating a Positive Classroom Environment in Elementary Schools

EED 385 is a required course for Academic Studies EC-4, EC-8 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

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. Field experience 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.

IDEA OBJECTIVES

Objective 1 Gaining factual knowledge (terminology, classifications, methods, trends)

Objective 2 Learning fundamental principles, generalizations, or theories

Objective 3 Learning to apply course material

CONCEPTUAL FRAMEWORK

The Model

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

MATRIX:

DESCRIBES RELATIONSHIP OF STANDARDS, OBJECTIVES, ACTIVITIES AND ASSESSMENTS

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards Legend: State Standards <i>NAEYC Standards</i> <u>NCATE STANDARDS</u>
The Candidate will be able to:			
Describe behaviors of effective teachers	Discussion of reading assignment Designing charts of effective	Group creation of charts Quality of class	2.1s, 2.2k 2.3k, 2.4k, 2.5k, 2.18k, 2.18s, 2.19k, 2.19s, 2.20k, 2.22k

<p>Use the AEIS Report to describe a school campus and predict classroom and student needs.</p> <p>Design a classroom for effective instruction</p>	<p>and ineffective characteristics of teachers</p> <p>Discuss impact of effective teachers opposed to ineffective teachers</p> <p>Presentation on AEIS reports</p> <p>Class activity to use AEIS reports to describe a 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>discussion.</p> <p>Quality of products produced in class and the discussion</p> <p>Component of Field Experience: use the AEIS Report to describe school and relate to classroom management and instructional needs</p>	<p>4a</p> <p><u>1, 4</u></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.</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>Create rules and procedures as part of Field Experience and CMP.</p> <p>Create model for delivering consequences CMP</p> <p>Describe how to teach and reinforce rules CMP</p> <p>Analyze classroom</p>	<p>2.14k, 2.14s, 2.15k, 2.8k, 2.6k, 2.8k, 2.10k, 2.6s, 2.10s, 2.15k</p> <p>4a</p> <p><u>1</u></p>

		operation of rules and procedures FE and CMP	
<p>Identify important procedures for an effective classroom.</p> <p>Describe identified procedures in detail</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 products</p> <p>Daily participation grade based on the level of analyzes of procedures</p> <p>Generate procedures for a classroom and justify their choices CPM</p> <p>Analyze the procedures and justify their ideas FE</p>	<p>2.6k, 2.9k2, 10k, 2.6s, 2.9s, 2.10s</p> <p><i>4a, 4b</i></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 of grade on level of discussion on transition.</p> <p>Create examples of transitions for their class CPM</p> <p>Analyze use of transitions in FE</p>	<p>2.8s, 2.9k, 2.9s, 2.14k, 3.1s</p> <p><i>4a, 4b</i></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>Student describe strategies for correcting behavior at each level (CMP)</p> <p>Identify behavior issues in FE and analyze the teacher’s responses</p>	<p>2.14s, 2.14s, 1.15k, 2.15k, 2.15s, 2.17k, 2.18k</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</p>	<p>Prepare introductory letter to parents. CMP</p> <p>Prepare packet explaining classroom procedures to parent CMP</p> <p>Develop a list of strategies for developing positive parent communications.CMP</p> <p>Develop an agenda for a parent conference CMP</p>	<p>3.1k, 3.2k, 3.3k</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 & Dun; Gardners 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>2.4k, 2.4s, 2.5k, 2.5s, 2.1s, 3.1s, 3.3s, 3.12s, 3.13s, 3.20s</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>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>Create motivational plan for class CMP</p>	<p>2.3k</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</p> <p>Class discussion of strategies and sequencing</p> <p>Groups develop samples and share</p>	<p>Participation grade based on quality of discussion</p> <p>Describe in detail the first day of school CMP</p>	<p>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,</p> <p><i>4b</i></p> <p><u>1</u></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</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>Class participation in use of 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>1.5k, 2.1k, 2.22k, 3.1k, 3.2k, 3.3k, 3.4k,</p> <p><i>4b</i></p> <p><u>1, 2, 3, 4</u></p>

<p>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 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>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 major theories in field experience.</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>Reflections in Field Experience Logs/Conversation with Mentor Teacher</p> <p>Reflections in Field Experience Logs/Conversation with Mentor Teacher</p>	
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State Standards:

Domains/Competencies:

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (PPR)

State standards are translated into Competencies for which you will be held accountable on the TExES PPR exam, but 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.

Domain I – Competency 3:
Domain II – Competency 5:
Domain II – Competency 6:

These competencies deal with planning and managing classrooms and students.

Please see competencies in your PPR Portfolio or on this course's Blackboard.

NAEYC Standards: (See Blackboard)

COURSE REQUIREMENTS: (See attachments for comprehensive descriptions of each assessment/assignment)

Each assessment will include an explanation of the relationship between the assessment and the PPR Competencies related to this course.

- **Classroom Management Plan for Creating a Positive Learning Environment ****

Students will complete multiple assignments each representing a specific aspect of Creating a Positive Learning Environment. These assignments will be submitted at designated dates during the semester. The individual assignments will be graded and returned so that the student can create their **CLASSROOM MANAGEMENT PLAN FOR CREATING A POSITIVE LEARNING ENVIRONMENT.**

- **Field Experience Observations and Reflections**

Students will spend 10 Observation Hours in a public school classroom. These assignments will be available through the Office of Field Experience. These 10 hours will be focused on observing a specific task directly related to the content of the class. Students will submit a written report responding to specific questions related to each hour of observation.

- **Planning for Learning Packet****

Students will complete a set of modified lesson plans that demonstrate an understanding of the components of a model lesson, the alignment of TEKS, Student Expectations, Objectives, Assessments and the lesson design.

- **Class Participation/Activities****

Students will be prepared for class including readings and completion of material for class participation. Materials or daily assignments may be occasionally be required. Students will receive the full 5 daily point or none. An absence is an automatic loss of the 5 daily points.

EACH ASSESSMENT IS EXPLAINED SEPARATELY.

ASSESSMENT / ASSIGNMENTS **1000 TOTAL**

Classroom Management Plan **400**

Creating a Positive Learning Environment

Field Experience **200**
Field Experience Observation

Planning for Learning Packet **200**

Class participation **200 (5 pts/day)**

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

Attendance Policy:

Regular and punctual attendance is expected. An absence is defined as not being in your seat during class time.

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. Students should discuss each absence with the instructor. More than three hours of absence will require a meeting with the instructor to determine if you should remain in the class.

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. If for some reason you are unable to bring in an assignment, email it, or have a friend bring it in when it is due. **NO LATE WORK IS ACCEPTED.**

Time Requirement:

For each hour attempted, at least three hours outside class is expected. This 3-credit hour course will meet three to four hours each week. That leaves a minimum of nine hours each week outside of class in which to read, observe, and complete assignments. **It is expected that if you enrolled in this course, you can meet the time requirements.**

Professionalism:

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your 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 a specified amount of class time at a field site. Students are encouraged to spend as much time as possible in the school setting. Whenever possible, students are encouraged to help classroom teachers by tutoring students, working with small groups, and participating in duty assignments.

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.

Disabled Student Policy:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual 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. Disabled students 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.