

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

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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. 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**

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

<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</p>	<p>Readiness and ability to participate in discussion</p>	<p>2.19k, 2.19s, 2.20k, 2.22k</p>

	<p>for discussion on the reasons 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</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>

		<p>rules</p> <p>*FE Analyze classroom operation of rules and consequences.</p>	
<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>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 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>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>CMP Student describe strategies for correcting behavior at each level</p> <p>*FE Identify behavior issues 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 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>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</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>PLP: Identify and describe 4-5 strategies for working with various learning styles</p> <p>PLP Describe at least 3</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>

would engage specific diverse learners and be able to explain choices	Identify examples of diverse learners in classrooms and provide at least two strategies for meeting need Presentation and power points to provide insight and discussion	modifications that might be “common” in an inclusion classroom PLP Describe at least 3 cultural needs of a minority population and describe how best to address in a classroom	
Describe various motivational incentives for whole classes Describe motivational incentives for small groups and individuals.	Based on reading and research assignment, groups develop class motivational strategies and share. Groups develop samples of both small group and individual incentives. Class critique of the various methods	Participation grade base on examples brought to class of incentives for whole class, small groups and individuals Readiness to participation based on readings. CMP Create motivational plan for class	2.3k <i>4a, 4b</i> <u>1</u>
Identify major components for an effective first day of school Describe in detail the first day of school at a selected grade level.	Video and discussion Class discussion of strategies and sequencing Groups develop samples and share	Participation grade based on quality of discussion CMP Describe in detail the first day of school	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, <i>4b</i> <u>1</u>
Explain how TEKS are used in effective planning Explain the significance of Student Expectations Describe Bloom’s	Interact with TEKS as a planning tool. Relate Bloom’s to TEKS, Objectives and Planning	Participation grade on having appropriate TEKS Class participation in using TEKS	1.5k, 2.1k, 2.22k, 3.1k, 3.2k, 3.3k, 3.4k, <i>4b</i> <u>1, 2, 3, 4</u>

<p>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 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 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 major theories in field experience.</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-levelled classroom objectives using Blooms from one higher level SE.</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 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?

As a fundamental principle, the importance of quality instruction in creating a positive environment learning community will be a focus

Basic planning using the TEKS and Blooms Taxonomy will be an expectation.

COURSE REQUIREMENTS

- **In depth explanations are found in separate documents which will be distributed on the first days of class.**
- **Each assessment will include an explanation of the relationship between the assessment and the PPR Competencies related to this course.**

There are four major assignment areas which will be assessed to determine your grade. These are explained briefly below but complete documents will be distributed to guide your work.

These four are:

- 1. A classroom management plan for creating a positive learning environment**
- 2. A field experience packet which relates to your field experiences**
- 3. A Planning Packet focusing on using TEKS and Blooms to develop appropriate objectives and assessments along with the plan for accomplishing these effectively.**
- 4. Class Participation**

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- 1. Overview of the Classroom Management Plan for Creating a Positive Learning Environment**

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.**

Each assignment will be accompanied by an explanation of how the assignment relates to the competencies.

- 2. *Overview of the Field Experience**
 - **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

Each assignment will be accompanied by an explanation of how the assignment relates to the competencies.

3. Overview of the Planning Packet

- **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.

Each assignment will be accompanied by an explanation of how the assignment relates to the competencies.

4. Class participation

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 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 COMPLETELY EXPLAINED SEPARATELY.

<u>ASSESSMENT / ASSIGNMENTS</u>	<u>1000 TOTAL</u>
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

EXPECTATIONS

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 10 hours at a field site. Students are encouraged to spend as much time as possible in school settings. **This course is designed to be observation only.**

Children are not allowed in class. Please make necessary arrangements for childcare prior to class.

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.