



Course:	EDU 341: Classroom Environment for EC and ELE Classrooms	Professor:	Sherri Kennedy RE-MAST Master Teacher
Credits:	3 Semester Hours	Office Hours:	By appointment
Classroom:	215 McClurg	Mobile Phone:	803-940-6661
Class Meets:	MWF 8:00-8:50	Email:	sherri.kennedy@newberry.edu

## I. Course Description

The purpose of this course is to introduce candidates to the principles used in creating a positive environment in early childhood and elementary grades. Emphasis is placed on state and national curriculum standards; lesson design, implementation, assessment, characteristics of successful researched-based instructional approaches; successful classroom management approaches and current trends and issues in education. Twenty-four hours of field experience in public schools is a requirement of this class. **LIVETEXT Account REQUIRED**

**CACP:** Level III - Classroom Management Plan- Required

## II. Learner Outcomes

By the end of the course the learners will be able to:

1. Identify efficient and effective classroom management models, research approaches and methods
2. Create a multifaceted classroom management plan
3. Identify ways to create a positive classroom environment
4. Identify the major components of the Safe Schools Act
5. Develop strategies for positive Home-School connections
6. Identify a personal teaching style and time management techniques for the classroom

## III. Text and Materials

**Purchased by Student:** Building Classroom Discipline, 10<sup>th</sup> edition, C.M. Charles, Pearson, 2011,  
978-0-13-138113-1

**Supplementary Materials available for student check out:**

Classroom Management That Works, Robert J. Marzano, ASCD, 2003, 978-0-87120-793-7

A Handbook for Classroom Management That Works, R. Marzano, B.Gaddy, M.C. Foseid,  
M.P. Foseid, 2005, 978-0-13-503581-8

Teaching Outside the Box, LouAnne Johnson, Jossey-Bass, 2005, 978-0-7879-7471-8

**Provided by Instructor:**

Supplemental Readings provided by instructor and posted to LiveText

## IV. Academic Requirements

**Writing Standard**

Students in this course are preparing to become teachers. As a teacher, you are expected to produce written documents that are easily read, well organized, clearly understood, grammatically correct, and include no spelling errors. Therefore the quality of your ideas as well as your presentation will be taken into consideration when assigning grades. You are encouraged to use the grammar- and spell-checker capabilities of your word processor, and to ask your peers to proofread your papers prior to submitting them to the instructor. No handwritten assignments will be accepted.

### **Descriptions of Learning Assignments**

You will be responsible for all assigned readings listed in the course schedule. In addition to class readings, you will spend time outside of class working on a variety of assignments that will be due throughout the semester. Assignments will be announced in class and posted in Live Text. **If you miss class, it is your responsibility to check with a classmate and review Live Text for these assignments.** The fact that you missed class is not a legitimate reason for missing the deadline for an assignment.

#### ***Learning Log***

You will use a composition notebook as a learning log during this class for reflections on assignments both in class and out of class as well as a place to record strategies used for classroom management by the professor. Class participants will develop a rubric to score learning logs. Students will also include the use of a learning log as part of their own classroom management plan.

#### ***Classroom Management Plan***

Each student will create a multifaceted classroom management plan during the course. The management plan will be developed through readings, research, field experiences, class discussions, peer and professor reviews.

#### ***Field Experience Reflections***

Twenty-four hours of field experiences in a public school classroom are required in this course. For classroom visits you will be assigned various topics relating to the classroom environment to investigate and reflect on after the observation. There will be a total of eight field experience reflective papers assigned during the course. Rubrics for scoring the papers will be given when the assignments are made.

#### ***Dispositions Paper***

You will complete a brief paper on the Newberry College disposition: *Judgment*. This paper will be a part of your professional education file. Specific details and grading rubric will be provided prior to the paper's due date. Papers will **NOT** be accepted **LATE** unless approved in advance by instructor.

## **V. Administrative Requirements**

***NOTE: As future educators, I ask you to attend class, complete work, and conduct yourself in a manner that you would expect out of your future students. It will not be too long before you are the teacher in your own class.***

### **Attendance**

Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course. Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate's professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for

pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams. Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation.

### **Completing work on time**

Students are expected to complete **ALL** work on time.

### **Academic Integrity**

Cheating and plagiarism will not be tolerated. Perpetrators will receive a “0” on the assignment and a disposition form will be filed. Candidates may also be referred to the Conduct Review Board for Newberry College.

Remember that plagiarism includes, but is not limited to: Turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work.

## **VI. Additional Information of Interest**

### **Disabilities Support**

If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services. Her office is located in Wright Hall and she can be reached at 803-321-5187. Following a confidential interview with you, she will contact your instructors to inform them of your special needs. Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services. For further information, please visit <http://www.newberry-college.net/dss>

### **Electronic Media**

Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to iPods as these activities interfere with the learning environment. Personal computers may be used in class for note-taking and other assignments given by the professor. [Students using computers for a purpose other than mentioned above will be asked to shut down the computer].

### **Professional Dress during the Field Experience**

Teacher candidates at Newberry College are expected to behave professionally and ethically in all relationships with administrators, teachers, parents and students. In addition, candidates are expected to dress in a professional manner any time they are representing the college at a public school. Any visit to a school during a Field Experience or Internship is in effect an interview – candidates need to make a good impression for themselves and Newberry College. During field experience all candidates need to look like professional educators, not college students.

### **Class Conduct**

Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their

views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, and try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain. In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated.

## VII. Emergency Procedures

In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in Live Text or to the email of the professor, to the extent possible. The professor will provide course resources, answer questions and make clarifications. It is essential that we continue with instruction and assignments during a loss of in-class time.

## VIII. Evaluation and Grading

This course is based on a 500 point system. Itemized as follows:

Graded Opportunities	Points Possible
Class Participation (0.5 per class meeting)	20
Learning Log	50
LiveText Assignments	80
Field Experience Reflections (8 @10 per reflection)	80
Mid-term Exam	30
Disposition Paper (Judgment)	30
Classroom Management Plan	200
<b>TOTAL POINTS</b>	<b>500</b>

Grade	Percentage	Required Points
A	90 – 100%	450 – 500
B+	87 – 89%	435 – 449
B	80 – 86%	400 – 434
C+	77 – 79%	385 – 399
C	70 – 76%	350 – 384
D+	67 – 69%	335 – 349
D	60 – 66%	300 – 334
F	Below 60%	Below 300

**Essential Question: How will I effectively manage, instruct, and evaluate the students I teach?**

Class Date	Topic	Assignments (additional assignments will be added during the course)
<b>Classroom Learning Environment:</b> How will I create a physically and emotionally safe environment where students perceive my classroom as a place to learn?		
1 8.25	Introduction to course, expectations, syllabus  How do I begin organizing a system of discipline that meets my needs?	Assignment 1: Describe a teacher from your K-12 years that you would to emulate. Why? <i>What temperament are you?</i> <b>Complete the survey</b> on the website and bring in your results. <a href="http://www.advisorteam.com/temperament_sorter/register.asp">http://www.advisorteam.com/temperament_sorter/register.asp</a>
2 8.27	What temperament are you? What are the implications for you as a teacher and as a student?	Bring a composition book to class to use as Learning Log during the course
3 8.29	What is classroom discipline and how do I encourage productive efforts in my classroom?	Assignment 2: What is teacher professionalism? How does it look in practice?
4 9.1	What is classroom discipline and how do I encourage productive efforts in my classroom?	Read Chapter 1 Respond to questions on pages 14 and 18 in Learning Log
5 9.3	What is classroom discipline and how do I encourage productive efforts in my classroom?	Assignment 3: <b>MyEducationLab</b> assignment page 13 Read pp. 15-16
6 9.8	How do you handle the most common student misbehaviors?	Assignment 4: <b>MyEducationLab</b> assignment page 18 Safe Schools <a href="http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/000/912-1.pdf">http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/000/912-1.pdf</a> <a href="http://www.stopstudentbullying.org/carl.cfm">http://www.stopstudentbullying.org/carl.cfm</a>
7 9.10	How do I develop a personalized classroom management plan? Classroom Management Project	Begin work on Classroom Management Project
8 9.13	How can I anticipate my students' behavior and deal with factors that promote misbehavior?	Read Chapter 2 <b>What is your emotional IQ?</b> Take the online test? <a href="http://psychtests.com/tests/iq/emotional_iq_r2_access.html">http://psychtests.com/tests/iq/emotional_iq_r2_access.html</a>
9 9.15	How can I anticipate my students' behavior and deal with factors that promote misbehavior?	Work on management plan Read Chapter 3 <a href="http://www.sensory-processing-disorder.com/behavior-problems-in-children.html">http://www.sensory-processing-disorder.com/behavior-problems-in-children.html</a>

10 9.17	How do I recognize and deal with atypical behavior that is neurologically-based?	<a href="http://www.studentsfirstproject.org/documents/QuickFactSheetADHDStrategies.pdf">http://www.studentsfirstproject.org/documents/QuickFactSheetADHDStrategies.pdf</a> Work on management plan
11 9.20	How do I recognize and deal with atypical behavior that is neurologically-based?	<b>Field Experience Reflection 1 due</b> Read Chapter 4 Work on management plan
12 9.22	What are the foundations that underlie the best systems of discipline today?	Read Chapter 5 <a href="http://www.mta-aeem.com/en/res/en/28.pdf">http://www.mta-aeem.com/en/res/en/28.pdf</a>
13 9.24	How does Ronald Morrish use purposeful teaching?	Read Chapter 6 <a href="http://teachers.net/gazette/wong.html">http://teachers.net/gazette/wong.html</a>
14 9.27	How do Harry and Rosemary Wong use responsibilities and procedures to establish classroom discipline? (video)	Read Chapter 7 <a href="http://www.fredjones.com/aboutus.html">http://www.fredjones.com/aboutus.html</a>
15 9.29	How does Fred Jones establish classroom discipline by keeping students responsibly involved?	<b>Field Experience Reflection 2 due</b> Read Chapter 8 <a href="http://www.teachermatters.com/index.php?option=com_content&amp;view=article&amp;id=7:glasser-model&amp;catid=4:models-of-discipline&amp;Itemid=4">http://www.teachermatters.com/index.php?option=com_content&amp;view=article&amp;id=7:glasser-model&amp;catid=4:models-of-discipline&amp;Itemid=4</a>
16 10.1	How does William Glasser use choice theory and quality education to establish class discipline?	Read Chapter 9 <a href="http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK23.php">http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK23.php</a>
17 10.4	How does Spencer Kagan use structures and teacher-student same-side collaboration to establish class discipline?	Read Chapter 10 <a href="http://www.marvinmarshall.com/classroom_management.html">http://www.marvinmarshall.com/classroom_management.html</a>
18 10.6	How does Marvin Marshall establish discipline by activating internal motivation and raising student responsibility?	<b>Mid-Term Exam due</b> Read Chapter 11 <a href="http://www.classroomdiscipline101.com/cd101.html?hop=christrmp">http://www.classroomdiscipline101.com/cd101.html?hop=christrmp</a>
19 10.8	How does Craig Seganti use positive teacher leverage and realistic student accountability to establish class discipline?	<b>Field Experience Reflection 3 due</b> Read Chapter 12
20 10.11	How do top teachers establish personal influence with students who are difficult to manage?	Read Chapter 13
21 10.13	How do leading experts engender respect and civility in the classroom?	<b>Bring in Field Experience Time Sheet for a progress check</b> Read Chapter 14

October 14-15	<b>Fall Break</b>	<b>NO CLASSES</b>
22 10.18	How does C.M. Charles and others energize their classes?	<b>Field Experience Reflection 4 due</b> Read Chapter 15 Work on Classroom Management Plan
23 10.20	How does Eileen Kalberg VanWie build and maintain democratic learning communities?	Read Chapter 16 Work on Classroom Management Plan
24 10.22	How do I finalize a system of discipline designed especially for me and my future students?	Work on Classroom Management Plan
25 10.25	Classroom Management Plan Peer Review	Work on revisions of Classroom Management Plan
26 10.27	Classroom Management Plan Due for Professor Review	Teaching with the Brain in Mind <a href="http://www.pbs.org/teachers/earlychildhood/articles/brain.html">http://www.pbs.org/teachers/earlychildhood/articles/brain.html</a>
<b>Planning and Instruction:</b> What are the components of an effective lesson? What are the best instructional strategies and how will you select which strategies and methods are the best for your students?		
27 10.29	What does the current educational research tell us about effective instructional practices?	Read article assigned by professor Inclusion in the Classroom <a href="http://kc.vanderbilt.edu/kennedy_files/InclusioninClassroomTips.pdf">http://kc.vanderbilt.edu/kennedy_files/InclusioninClassroomTips.pdf</a> Work on Classroom Management Plan
28 11.1	What does the current educational research tell us about effective instructional practices?	<b>What type of learner are you?</b> Take the learning styles test at the website <a href="http://www.engrncsu.edu/learningstyles/ilsweb.html">http://www.engrncsu.edu/learningstyles/ilsweb.html</a> Here is another link to see how you do <a href="http://vark-learn.com/english/index.asp">http://vark-learn.com/english/index.asp</a> Work on Classroom Management Plan
29 11.3	How do I differentiate instruction in a heterogeneous classroom? (learning styles)	Concept to Classroom: Multiple Intelligences <a href="http://www.thirteen.org/edonline/concept2class/mi/index.html">http://www.thirteen.org/edonline/concept2class/mi/index.html</a> Work on Classroom Management Plan
30 11.5	How do I differentiate instruction in a heterogeneous classroom? (multiple intelligences)	<b>Field Experience Reflection 6 due</b> <a href="http://www.mrsmcdowell.com/centers.htm">http://www.mrsmcdowell.com/centers.htm</a> Concept to Classroom: Tapping Into Multiple Intelligences <a href="http://www.thirteen.org/edonline/concept2class/mi/implementation_sub1.html">http://www.thirteen.org/edonline/concept2class/mi/implementation_sub1.html</a> v
31 11.8	How do I differentiate instruction in a heterogeneous classroom? (learning centers)	Concept to Classroom: Collaborative Learning <a href="http://www.thirteen.org/edonline/concept2class/coopcollab/index.html">http://www.thirteen.org/edonline/concept2class/coopcollab/index.html</a> Work on Classroom Management Plan
32 11.10	How do I actively engage students and maintain a positive classroom	Work on Classroom Management Plan Classroom Strategies That Work

	environment that promotes learning? (collaborative learning)	<a href="http://www.marzanoresearch.com/site/">http://www.marzanoresearch.com/site/</a> Work on Classroom Management Plan
33 11.12	How do I actively engage students and maintain a positive classroom environment that promotes learning? (strategies that work)	Work on Classroom Management Plan <a href="http://www.adi.org/journal/ss05/Graham-Clay.pdf">http://www.adi.org/journal/ss05/Graham-Clay.pdf</a> <a href="http://www2.scholastic.com/browse/collection.jsp?id=337">http://www2.scholastic.com/browse/collection.jsp?id=337</a> <a href="http://www.educationworld.com/tools_templates/#parent">http://www.educationworld.com/tools_templates/#parent</a>
<b>Home—School Connection:</b> How will I develop an effective system for managing communication between school and home?		
34 11.15	How do I communicate with parents effectively?	<b>Field Experience Reflection 7 due</b> Read article provided by professor <a href="http://www.education.com/magazine/article/The_Homework_Debate/">http://www.education.com/magazine/article/The_Homework_Debate/</a> <a href="http://www.washingtonpost.com/wp-dyn/content/article/2009/01/26/AR2009012602012_pf.html">http://www.washingtonpost.com/wp-dyn/content/article/2009/01/26/AR2009012602012_pf.html</a> Work on Classroom Management Project
35 11.17	How do I decide what to do about homework?	Read article provided by professor <a href="http://www.teachervision.fen.com/classroom-management/printable/7265.html?detoured=1&amp;for_printing=1">http://www.teachervision.fen.com/classroom-management/printable/7265.html?detoured=1&amp;for_printing=1</a> Work on Classroom Management Project
36 11.19	How do I manage all the paper that accumulates each week?	Work on Classroom Management Project <a href="http://www.ourclassweb.com/sites_for_teachers_getting_organized.htm">http://www.ourclassweb.com/sites_for_teachers_getting_organized.htm</a>
37 11.22	Classroom Management Project work session	<b>Field Experience Reflection 8 due</b> <b>Field Experience Time Sheet due</b> Work on Classroom Management Project
November 24-26	<b>Thanksgiving Break</b>	Work on Classroom Management Plan and presentation <a href="http://www.ptotoday.com/parent-involvement">http://www.ptotoday.com/parent-involvement</a> <a href="http://www.projectappleseed.org/chklist.html">http://www.projectappleseed.org/chklist.html</a>
38 11.29	How do I get parents involved in their child's learning?	Work on Classroom Management Plan and presentation
39 12.1	<b>Classroom Management Plan Presentations</b>	Work on Classroom Management Plan and presentation
40 12.3	<b>Classroom Management Plan Presentations</b>	<b>Classroom Management Plan due</b>