



CIME 3385.01-Creating a Positive Classroom Environment in Schools
Fall 2017

CIME 3385 is a required course for 4-8 Certification.

College of Education
Department of Curriculum and Instruction

Instructor: Ms. Carolyn Moore
Office: Room 245 TEC
281-813-4837
edu_com@shsu.edu

Office hours By appointment

Day and time the class meets: Tuesday 5:00-7:50pm

Location of class: Garrett Teacher Education Center, room 313.

Course Description: CIME 3385 provides an overview of planning for a positive classroom environment in elementary/middle 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.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- Essential:
- *Gaining factual knowledge (terminology, methods, trends)
 - *Learning fundamental principals, generalizations, or theories
 - *Learning to apply course material
 - *Developing specific skills, competencies, and points of view needed by professionals

Textbooks: *The First Days of School – How to Be an Effective Teacher* (4th edition), by Harry K. Wong and Rosemary T. Wong, (2009). ISBN 978-0-9764233-1-7. www.EffectiveTeaching.com

TK20 Account: No Tk20 assignments are required for this course.

Course Format: This course will consist of lecture, discussion, small group work, and in-class and out-of-class activities designed to help candidates further their knowledge, skills, and dispositions in regards to teaching middle grades in the public schools.

Course Content: CIME 3385 provides an overview of planning for a positive environment in middle schools. This course is a survey of classroom management components and strategies including planning for effective classrooms, developing rules and procedures, communicating with parents, and managing student behavior under a variety of circumstances. Students will also learn the elements of effective instructional planning.

Course Requirements and Evaluation:**Philosophy of Education** – 100 points

Each candidate will write a paper addressing their personal philosophy of education. The assignment sheet and rubric will be distributed in class.

Reflection on Two Journal Articles – 100 points

Each candidate will report and reflect upon two journal articles concerning classroom management. The assignment sheet and rubric will be distributed in class.

Personal Classroom Management Plan – 100 points

Each candidate will write a personal classroom management plan. This plan will include a discipline plan, first day plan, procedures and transitions, room arrangement, and many other things that will help in preparation to be an effective teacher. The assignment sheet and rubric will be distributed in class.

Class Participation and Attendance – 100 points

Each candidate is expected to attend class and participate appropriately in a positive and pleasant manner.

Exams – 200 points (100 points each)

Two exams will be given. The two exams will consist of objective and/or essay questions.

Grade Scale (600 possible points):

552-600 points A

492-551.9 points B

432-491.9 points C

A grade lower than a C requires the course be repeated

All out of class work is graded on content, grammar, punctuation, spelling, etc. Late assignments will be penalized five points per day that they are late. All out of class assignments should be typed.

All due dates will be given the first week of class. **NO EXTRA CREDIT WILL BE GIVEN**

For each hour in class you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements. Time spent in the field will ensure that you will meet or exceed 45 contact hours for the course.

Professionalism is expected in effort and attitude. This includes communication through technology during class time. It is expected that no contact with the “outside world” will be attempted or received during class. In addition, no communication through technology is to be conducted with students at any schools with which you are working. Lack of professionalism will result in a grade of F given for the course and a referral made to appropriate authorities.

If individual assignments possess a striking similarity to another student’s work, a grade of F will be given for the course and a referral made to appropriate authorities.

Absences: As per University policy, candidates will not be penalized for three hours of absence during the semester. For each recurring absence, 20 points for each absence will be deducted from the final grade. *It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.*

Excessive absences will constitute reason for lowering of semester grade at least one letter grade, and possibly, removal from class. The candidate is responsible for obtaining and completing any assignments missed due to absence.

Tardies: If a candidate is fifteen minutes late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less

than 15) will be notified that continuation will result in being counted absent and procedures for being absent will follow.

SHSU Academic Policy Manual Guidelines – Students:

[Procedures in Cases of Academic Dishonesty #810213](#)

[Disabled Student Policy #811006](#)

[Student Absences on Religious Holy Days #861001](#)

[Academic Grievance Procedures for Students # 900823](#)

SHSU Academic Policy Manual - Curriculum and Instruction:

[Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Visitors in the classroom:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.



NCATE Accreditation:

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

Conceptual Framework and Model:

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students 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 preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency(DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Course Objectives:

Objectives/Learning Outcomes The Candidate will be able to:	Activities	Performance Assessment CLASSROOM MANAGEMENT PLAN a written assignment) Rubrics for each of the assignments in the CMP Document PLANNING AND DELIVERING INSTRUCTION a written assignment) Rubrics for each in document	Standards Legend: State Standards <i>AMLE Standards</i> <i>NCATE STANDARDS</i>
<i>Describe behaviors of effective teachers</i>	Discussion of reading assignment. (see calendar of reading assignments) Designing charts of effective and ineffective characteristics of teachers	Group creation of charts Quality of class discussions	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>
Design a classroom for effective instruction	Discussion what makes an effective classroom and the impact of classroom arrangements. Presentation, and discussion on factors to consider and reasons for specific room arrangements.	Readiness and ability to participate in discussion Classroom Management Plan: Create a set of Classroom arrangements and explain rationale for each. See rubric	2.19k, 2.19s, 2.20k, 2.22k
Develop appropriate rules and consequences for a given classroom Explain the rationale for each of the rules	Discussion of reading assignment, group charts of appropriate rules and consequences with rationale. Class creates list of rules for "creating rules and consequences" and gives	Discussion of rules and consequences including readings. Classroom Management Plan Create rules and consequences for a classroom. (Rubric)	2.14k, 2.14s, 2.15k, 2.8k, 2.6k, 2.8k, 2.10k, 2.6s, 2.10s, 2.15k 4a <u>1</u>

Explain how to effectively communicate the rules and reinforce them as needed	<p>rational for each.</p> <p>Discussion of effective ways to communicate and maintain rules.</p> <p>Discuss various models of delivering consequences</p>	Classroom Management Plan: Create model for delivering consequences (Rubric)	
<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 the level of analyzes of procedures</p> <p>Classroom Management Plan: Generate procedures for a classroom and justify their choices (rubric)</p>	<p>2.6k, 2.9k2. 10k, 2.6s, 2.9s, 2.10s</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>Groups will develop reasons for transitions and give examples of what could happen without them</p>	Classroom Management Plan: Create examples of transitions for their class (Rubric)	<p>2.8s,2.9k, 2.9s, 2.14k, 3.1s</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 misbehaviors.</p> <p>Role play examples of student misbehaviors.</p>	Classroom Management Plan Students describe strategies for correcting behavior at each level (Rubric)	<p>2.14s, 2.14s, 1.15k, 2.15k, 2.15s, 2.17k, 2.18k</p> <p>4a. 4b</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>	Classroom Management Plan: Prepare introductory letter to parents. (Rubric)	<p>3.1k, 3.2k, 3.3k</p> <p>4b</p> <p><u>1, 4</u></p>

Describe a variety of strategies for engaging students actively in the learning	Group discussion and sharing of why student engagement is critical.	Participation on completion of "tests" and class preparation needed for discussion	2.4k, 2.4s, 2.5k, 2.5s, 2.1s, 3.1s, 3.3s, 3.12s, 3.13s, 3.20s
Identify various diverse learners that would occur in a given classroom and their specific instructional needs	Identify examples of diverse learners in classrooms and provide at least two strategies for meeting need	Planning and Delivering Instruction:: Identify and describe 4-5 strategies for working with various learning styles (Rubric	4b <u>1, 4</u>
Describe strategies that would engage specific diverse learners and be able to explain choices			
Identify major components for an effective first day of school	Video and discussion	Classroom Management Plan:	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,
Describe in detail the first day of school at a selected grade level.	Class discussion of strategies and sequencing	Describe in detail the first day of school (Rubric)	
	Groups develop samples and share		

The following links are for standards related specifically to this course:

Texas Pedagogy and Professional Responsibilities (PPR)

http://texas.ets.org/assets/pdf/testprep_manuals/100_pedprofrespec_4.pdf

Association of Middle Level Education (AMLE)

<http://www.nmsa.org/ProfessionalPreparation/NMSAStandards/tabid/374/Default.aspx>

National Council for Accreditation of Teacher Education (NCATE) Professional Standards

<http://www.ncate.org/>

Sam Houston State University College of Education Conceptual Framework (CF)

http://www.shsu.edu/~edu_edprep/

Bibliography:

Emmer/Evertson. Classroom Management for Elementary Teachers, 9th edition, Pearson.

Jones, Fred. *Tools for Teaching*. Santa Cruz: Fredric H. Jones & Assoc., Inc., 2007. Print.

Marzano, Robert. *Classroom Management that Works Research-Based Strategies for Every Teacher*. Alexandria: ASCD, 2003. Print.

Tauber, Robert T. *Classroom Management Theory and Practice*. Austin: Harcourt and Brace, 1995. Print.

Tucker, Ginger. *Teacher's Handbook: Foundations for Effective Classrooms*. Amarillo: GRT Publishing, 2009. Print.

Tentative Schedule:

<i>Date</i>	<i>Topic</i>	<i>Reading Required</i>	<i>Assignments Due</i>
August 29th	Intro – Syllabus Philosophy of Education		
September 5th	Organizing Classroom and Materials	As assigned	
September 12th	Managing Student Work	As assigned	Personal Philosophy Paper
September 19th	Rules and Procedures	As assigned	
September 26th	Classroom Rewards First Days of School	As assigned	
October 3 rd	Rules and Procedures	As assigned	
October 10 th	Exam 1	As assigned	
October 17 th	Planning and Conducting Instruction	As assigned	Articles Due
October 24 th	Planning and Conducting Instruction Go over Assignment 3 due November 14th	As assigned	
October 31st	Positive Climate/Communication		
November 7 th	NO CLASS		
November 14th	Managing Problem Behavior Cooperative Learning	As assigned	Personal Classroom Management Plan
November 21 st	NO CLASS-THANKSGIVING HOLIDAY. ENJOY		
November 28 th	Return all papers. FINAL EXAM. HAVE A WONDERFUL HOLIDAY SEASON, AND LET ME KNOW IF I CAN HELP IN ANY WAY. SO ENJOYED HAVING YOU IN MY CLASS.		