



**CIEE 3385: Creating Environment for Learning in
the Elementary Classroom**

Fall 2017

This course is required for Interdisciplinary Studies and EC-6 Teacher Certification

College of Education, Department of Curriculum & Instruction

Instructor: Dr. Sylvia Taube
Garrett TEC 237 and TWC 310
P.O. Box 2119 SHSU
Huntsville, Texas 77341
(O) 936-294-3751
Email: taube@shsu.edu

Office hours:

Monday– usually reserved for faculty meetings at SHSU.

Monday - 9:00 am -11:00 am – Main Campus, TEC 237

Wednesday– 8:30-11:30 –TWC 310

Thursday - 8:00-11:00 – TWC 310

Friday -- The instructor is available on-line (email, face time, chat)

Course Format: This course will be taught through team presentations, class discussions, modeling, small group work, cooperative learning, online activities, in-class activities, and clinical experience in the public school. Students are encouraged to: a) manage time and show evidence of great effort in their submitted written assignments and performance assessments (e.g., presentations, teaching and managing a real classroom), and b) demonstrate dispositions expected by the teaching profession.

Day and time the class meets: Thursday, 1:00 pm – 3:50 pm

Location of class: The Woodlands Center, Room 215

Course Description:

This is a field-based course requiring extensive, practical field based applications in the public school setting. In addition, this course provides a survey of classroom management and discipline approaches appropriate in a public school setting. A range of positive management approaches will be studied, evaluated, and *applied* to the real classroom. All required assignments have detailed assignment directions and rubrics to assist students in their growth as a professional educator. Students will be expected to model the management strategies taught in the classroom and to justify their management choices. A minimum of thirty hours will be spent in field experiences in a public school classroom where students will assist a classroom teacher (mentor), work with his/her students, and teach lessons in three content areas.

Required Textbook:

Wong, H., Wong, R., Jondahl, S., & Ferguson, O. (2014). *The Classroom Management Book*.
Harry K. Wong Publications, Mountain View, CA.

Course Objectives: Please refer to the Standards Matrix (pages 2-3).

Standards Matrix for CIEE 3385

Topics/ Objectives (To be met at the <u>performance level</u>) *The teacher candidate will __	Activities (* indicates field- based activity)	Measurement (each assessment is performance-based with detailed guidelines and rubric)	TS Texas Educator Standards/ Competencies InTASC Standards
1. Organize and arrange a classroom and related supplies conducive to a risk-free, engaging, and meaningful learning for all learners.	Weekly in-class assignments (class managers); Classroom Management Presentation research; Classroom Management Plan; Ideal Classroom Section. * Evaluate the mentor teacher's classroom arrangement and organization.	Classroom Management Plan – Ideal Classroom Section; Classroom Management Presentation; Classroom Design and justification; Analysis of Mentor Teacher's classroom environment	2.19k, 2.20k, 2.21k, 2.22k 2.18s, 2.19s 3(d), 3(e), 3(f)
2. Identify, develop rules, incentives, and consequences that are fair as well as effective.	Weekly in-class assignments (class managers); Classroom Management Presentation research; Classroom Management Plan-Discipline Plan Section; * Evaluate the mentor teacher's classroom arrangement and organization.	Newsletter for Parents; Classroom Management Plan- Discipline Plan Section; Classroom Management Presentation; * Reflections in Weekly Field Experience; Logs/observing mentor teacher	2.14k, 2.16k 2.14s, 2.15s 3(i), 3(k)
3. Model effective classroom procedures as well as instructional procedures.	Teach three lessons (or more) in real classroom; * Evaluate the mentor teacher's classroom arrangement and organization.	Formal evaluation of teaching and classroom management by mentor and field supervisor; Logs/Interaction with Mentor Teacher; Analysis of mentor's classroom procedures	2.6k, 2.8k, 2.9k, 2.10k, 2.11k 2.6s, 2.8s 2.9s, 2.10s 3(d), 3(e), 3(m),

4. Prepare, design a detailed plan for the first week of school using technology (e.g., presentation tools).	Design a detailed plan for the first week of school; * Discuss with Mentor Teacher suggestions for the first days of school.	Reflections on Field Experience; Logs/interaction with Mentor Teacher; Personal Classroom Management Plan; First Week of School Plan	2.4k, 2.5k, 2.6k 3(b), 3(c), 3(f)
5. Apply appropriate motivational strategies to engage varied learners: Use knowledge of contextual factors to plan and implement learning experiences and assessments.	* Students will discuss motivational strategies with their mentor and find out how different children in the classroom require different strategies. Classroom Management Presentation research Research and apply motivational strategies for millennial learners.	Reflections in Weekly Field Experience; Logs/conference with Mentor Teacher; Teach at least one full lesson in real classroom; Paper: Analysis of contextual factors and classroom management; Classroom Management Presentation	2.13k, 2.17k, 2.18k, 2.23k 2.1s, 2.16s, 2.17s 3(b), 3(e), 3(h) 3(i), 3(k), 3(m)
6. Use effective communication and variety of methods for involving parents, school administrators, counselors, teachers and other professionals (as needed) in the students' learning and success.	Role-play parent-teacher conferences, positive phone calls home; Classroom management Presentation research; Classroom Management Plan * Interview mentor teacher concerning administration, counselor and other teacher involvement. Research on "Bullying" and other issues related to student behavior (Hot Topics)	* Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher; Classroom Management Plan – Communication Plan; Newsletter for parents; Classroom Management Presentation; Plan an agenda for parent-teacher's night; Presentation of "Hot Topics"	2.12k, 2.15k 3(i), 3(j), 3(k), 3(j), 3(q), 3(r)

IDEA Objectives:

In this course, our focus will be on the following major objectives (as assessed by the IDEA course evaluation system to be administered on-line):

Essential: *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*

Important: *Learn to apply course materials to improve thinking, problem solving, and decisions.*

Course/Instructor Requirements

Attendance Policy

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence (equivalent to one class meeting) allowed by university policy should be used carefully **for illness and emergencies**.

Attendance (absences, tardiness, early exit) will be documented each day. You will receive 10 points each meeting day that you are present (zero if absent). After two absences a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. After three absences, you will be called to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide “borderline” grades and to write letters of recommendation. Students should discuss each absence with the instructor.

The instructor will only take responsibility for having handouts and materials in 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. **Check Blackboard regularly for announcements, assignments, rubrics, grades, and additional materials.**

Tardiness and early exits are defined as 15 minutes. If a student is fifteen minutes or more late for 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 and continuation of that pattern will result in being counted absent, which can cause a dismissal.

Assignment Re-Dos

Daily grades are given for in-class assignments. **In-class assignments cannot be made up, so weekly attendance is essential.** Assignments need to be turned in on the due date. If an assignment is NOT submitted on time, a zero (0) will be automatically posted in Blackboard. 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. **Late work may result in deductions of points or a zero.**

Professionalism

Attendance, punctuality, the quality and frequency of positive interactions with colleagues and supervisors, as well as the timeliness in completing quality assignments all determine your professionalism, which in turn, shows your readiness to advance in the teacher education program.

* **PROFESSIONALISM POLICY**: 100 points will be earned for exemplary conduct and acceptable behavior and attitude expected of a professional. Loss of points can be the results of absences, tardies, late work submission, unauthorized use of cell phone, negative attitude/dispositions, lack of initiative and collaboration, impatience, rudeness, failure to communicate with the instructor and mentor, etc. The instructor and mentor-teacher will determine the total points for professionalism based on a checklist given to the student on the first day of class.

Course Outline

Assignments

Your learning is assessed in two parts: **in-class assessments** and **field experience-based**. All assignments are aligned with the state competencies & national standards that you need to demonstrate at the “**performance**” level. A rubric will be given for each assignment. Use as much technology as possible in order for you to learn more new teaching tools.

Grades: Grading Scale based on 1,000 maximum points:

A = 900-1,000 points; **B** = 800-899 points;
C = 700-799 points; **F** = below 700 points

Course Assessments (In-Class)	Description	Points
In-class activities and attendance; Professionalism	Activities done in class; score is based on your mastery of these activities done during class time only. Includes role play, critique, presentations, etc.	150
Chapter presentation by team	In small groups, students will prepare and present important points from assigned chapters of textbook. Use of multimedia, assessment, and hands on activities are required. A rubric is given.	100
Classroom Manager (Team effort)	Partners will serve as classroom manager for the day and will present various classroom management tools/ideas. Share handouts.	50
Hot Topic	You will develop a written plan to address students with aggressive behaviors. The plan is supported by research.	50
Classroom Management Binder (includes several components which are individual assignments)	Organize a <i>classroom management binder</i> that contains evidence or artifacts to demonstrate candidate's readiness and confidence in implementing a classroom management plan effective <i>for all learners</i> .	300

Assignment Title (Field-based)	Description	Points
Teacher Website and class presentation	You will create and present to the class a teacher website that includes artifacts from selected coursework completed in content methods semester and related to the PPR.	200
Analysis of mentor's classroom management and self-reflection	You will reflect on your teaching and learning experiences as well as classroom management components observed in the real classroom after four full weeks in the real classroom (Gr. EC-6).	50
School & Community: Contextual Factors	You will describe and analyze your campus (placement) in terms of contextual factors, use of school data, and then draw implications for teaching and assessing learning.	50
Agenda for Parents' Night	Interview you mentor about the process and plan for a professional and exciting agenda (program) for your first meeting with parents (Parents' Night: Some do's and don'ts)	50

Schedule:

A tentative course calendar outlining course activities and due dates will be provided to you on the first day of class. **Note**, this calendar is “tentative” because minor changes are expected as the semester progresses. So... be flexible.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-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](#)
 - Technology during instruction: students will be allowed to use their cellphones, and other technology only when needed during instruction or when small groups are working.
 - Technology during exams: NA
 - Technology in emergencies: Students may check their cellphones on when there is family-related emergency OR you or your peer has an emergency situation during class.
- **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.

Course Expectations

The student (teacher candidate) must model professionalism at all times, submit high-quality work on time, actively engage in class activities, and participate/collaborate well with peers, instructors, and mentors. Contact the instructor (and anybody else) for questions and concerns. The student is responsible for reading, understanding, and agreeing to every expectation stated in this syllabus. This syllabus is a binding contract between the student and the instructor.

References:

Evertson, C. M., & Emmer, E. T. (2013). *Classroom Management for Elementary Teachers*. Pearson Education, Upper Saddle River, NJ.

Flippen, F. (2016). *Capturing Kids' Hearts: Participant Manual*. Flippen Group, College Station, TX. www.flippengroup.com

Glasgow, N., & Hicks, C. (2003). *What Successful Teachers Do: Research-Based Classroom Strategies for New and Veteran Teachers*. Corwin Press: Thousand Oaks, California.

Hardin, C. (2008). *Effective Classroom Management: Models and Strategies for Today's Classrooms*, (2nd Ed.). Pearson: Upper Saddle River, New Jersey.

Krononwitz, E. (2008). *The Teacher's Guide to Success*. Pearson Education: Upper Saddle River, New Jersey.

Lemo, D. (2010). *Teach Like a Champion*. Jossey-Bass, San Francisco, CA.

Levin, J., & Nolan, J. (2007). *Principles of Classroom Management: A Professional Decision-Making Model*, (5th Ed.). Pearson Education: Upper Saddle River, New Jersey.

Wong, H., & Wong, R. (2004). *The First Days of School: How to be an Effective Teacher*. Harry K. Wong Publications, Inc.

Educational Websites:

- The Teaching Channel: www.teachingchannel.org
- The Buck Institute: www.bie.org
- George Lucas Educational Foundation: www.edutopia.org

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken seriously and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses (i.e., anonymity is respected).

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time at Sam. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

~~~~END OF COURSE SYLLABUS~~~~

*A tentative course calendar will be given on first class meeting*