



**CIEE 3385.02**

**FALL 2017**

**Creating a Positive Classroom Environment in Elementary Schools**

**College of Education**

**Department of Curriculum and Instruction**

**Instructor:** Carole A. Brady M Ed, E SP

**Office Location:** Room 310 (Faculty Offices)

**The Woodlands Center**

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**Office hours:** By appointment before and after class

**Day and time the class meets:** CIEE 4384.02, meets Thursday 1:00 – 3:50

**Location of class:** TWC 215

**Course Description:** CIEE 4385 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.

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

1. **Essential:** Learning to apply course material to improve thinking, problem solving, and decision making.
2. **Important:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Textbook:** Linsin, Michael. *The Classroom Management Secret*, (2013). San Diego, CA. JME Publishing. I.S.B.N. 978-1-889236-27-8

**Required Materials:** Teacher supplies: markers, scissors, construction paper, stapler, tape, ruler, crayons, etc. (Bring to class everyday)

Tk20 Account statement (if required for class)

*Tk20 Account* **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

### **Course Format:**

CIEE 4385 provides an overview of planning for a positive environment in elementary 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.

This course consists of lectures enhanced with power point presentations, discussions and group activities. You will have specific classroom assignments related to topics in this class and topics relevant to you as an effective teacher.

### **Course Content:**

The major topics for this course are:

- What are the behaviors of effective teachers?
- The First Day of School
- A Classroom Management Plan that Works
- How to Teach Your Classroom Management Plan
- Problem Behaviors
- How to Engage and Motivate Students
- Parent Communication
- Components of these topics include:
  - Rules, rewards, and consequences
  - Procedures and transitions
  - First day procedures and expectations
  - Managing Misbehavior
  - Diverse populations
  - Parent communication strategies
  - Creating and maintaining a positive learning environment

### **Course Requirements:**

#### **Attendance Policy**

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

Attendance (absences, tardiness, early exit) will be documented each day. 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 invited 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, grades, and materials.**

**Tardies and early exits** are defined as 15 minutes. If a student is fifteen minutes 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. *You are no longer “just a college student” you are now in training for your future career as a professional teacher.*

### ***Assignment Re-Dos***

Daily grades are given for in-class assignments. **In-class assignments cannot be made up, so attendance is essential.** 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. **Late work may result in deductions of points or a zero. (See late policy on page 5.)**

### ***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.

## **CIEE 4385 Assignments and Descriptions**

### **A. Classroom Managers Assignment: (125 points each)**

Each week two students will serve as “teacher for the day” your assignment will be to serve as moderators for class discussion over the required reading assignment and teach the class the assigned management tips (see handout). Managers will also select topics from the CM Menu to present to the class.

### **B. Classroom Management Assignments: (75 points each= 375 total points)**

The CM assignments will correlate with topics covered in class and topics relevant to you as an effective teacher candidate. For each topic, you will create written plans and sample documents with a reflection of how the assignment relates to you as an effective teacher. Each component will be due separately, graded, and returned so that you may add the artifacts (pictures, samples) to your binder.

1. The Characteristics of an Effective Teacher
2. First Week of School
3. Classroom Management Plan
4. Effective Management of Misbehavior
5. Parent Communication

### **C. Education Philosophy (100 points)**

You will write your philosophy of education as a reflection of what you have learned during your classroom experiences and your own personal teaching style and philosophy. You will have a rubric to follow so that each topic is covered in your paper.

#### **D. The Classroom Management Binder: (100 points)**

The collection of Classroom Management assignments and artifacts will serve two purposes:

1. You will prepare each assignment using information we cover in class as well as your personal teaching style.
2. Each write-up will include an artifact (pictures) that you will include in the portfolio.
3. You will also include any handouts you receive on the topics discussed in class.
4. Your portfolio will serve as a professional collection of your own Classroom Management Plan. You may take full ownership of your binder making the design and creativity totally yours.
5. The binder (portfolio) is not only for a grade it will also serve as a great interview tool when you are interviewing for a teaching position.

#### **Binder Organization:**

The binder will consist of a coversheet: which includes your name, course title, course section, the title of the binder and the date.

This is a professional Binder. Papers turned in must comply with the following:

- Papers must be typed in a 12pt. standard font. **No handwritten formal papers will be accepted.**
- Please use spell/grammar check.
- Always proofread before you turn in work!
- Follow the recommend length
- Add page numbers
- Use purchased index tabs to separate topics.  
Topics include:  
CM Assignments  
Classroom Managers Management Tips  
Research  
Menu Topics  
Educational Philosophy
- It is recommended that each individual page be preserved in plastic sleeves to preserve the documents for job interviews. You may use 2-sided copies; place the pages in the sleeves after the assignment has been graded and returned.
- Creativity and organization are important components of the overall grade.
- If you are struggling with writing, please utilize the SHSU Writing Center at TWC.
- As a future educator, you are expected to write professionally and proficiently with correct spelling, grammar, sentence structure, and punctuation.

#### **E. Professionalism 100 points**

- ❖ Professionalism is expected in the classroom and in the community. Students are expected to assist in maintaining an environment conducive to learning. Students are to treat faculty, classmates and other students with respect.
- ❖ If individual assignment possess a striking similarity to another student's work a penalty may be the drop of one letter grade or a zero for both papers.
- ❖ **The use of cell phones for any reason (especially texting) is prohibited during class time and during work in the community. Professional points will be deducted.**

- ❖ Attendance, punctuality, the quality of your interactions with classmates, 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.
- ❖ You are to dress “**Teacher Professional**” on the days you are to present in class and in the Field.

**Total Possible Course Points: Please note that all assignments are required. They will not be accepted late, per late policy, but must be completed to pass on to student teaching.**

There are no “optional” assignments.

Late assignment policy:

- Up to 24 hours 50%
- 25 to 48 hours 75%
- More than 48 hours 0%, but must be turned in to pass the course.
- All assignments are due on the date posted.

Point Breakdown: You must make a C or better in all Content Methods courses to move on to student teaching.

Grade	Points		
A	700	---	800
B	599	---	699
C	498	---	598
<b>Below 498 not passing Content Methods</b>			

## The Conceptual Framework and Model

[The College of Education \(COE\) 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 and prepare 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).

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

### 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 Messages in Academic Classrooms and Facilities #100728](#)
  - [Technology during instruction: Instructor's Policy on Technology use during instruction.](#)
  - [Technology during exams: Instructor's Policy on Technology use during exams.](#)
  - [Technology in emergencies: Instructor's Policy on Technology in emergencies.](#)
- [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 classroom 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 premier 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 are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

**CAEP Standards can be found on:** <http://www.caepnet.org>

### SHSU Dispositions and Diversity Proficiency (DDP) Standards

	<b>DDP</b>	<b>CF</b>	<b>CAEP</b>	<b>NCATE</b>
<b>1.</b>	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
<b>2.</b>	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.
<b>3.</b>	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
<b>4.</b>	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
<b>5.</b>	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.
<b>6.</b>	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
<b>7.</b>	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
<b>8.</b>	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1.d, 1. g., & 4.a.
<b>9.</b>	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
<b>10.</b>	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

InTASC: Interstate Teacher Assessment and Support Consortium



### Standards Matrix for CIEE 4385

Topics/ Objectives (To be met at the <i>performance level</i> )  *The teacher candidate will __	Activities (* indicates field-based activity)	Measurement (each assessment is performance based and has prepared rubric)	CF Conceptual Framework indicator N/C NCATE/CAEP Standards	TS Texas Educator Standards/ Competencies NETS*S DDP-Diversity & Disposition proficiencies
1. Organize and arrange a classroom and related supplies conducive to a risk-free, engaging, and meaningful learning.	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; * Reflections in Weekly Field Experience;  *Logs/interaction with Mentor Teacher	CF1, CF3, 1, 3	2.19k, 2.20k, 2.21k, 2.22k  2.18s, 2.19s  DDP 6, 10
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 to the Parents;  Classroom Management Plan- Discipline Plan Section; Classroom Management Presentation; * Reflections in Weekly Field Experience;  Logs/Conversation with Mentor Teacher	CF1, 1, 3, 4	2.14k, 2.16k  2.14s, 2.15s  DDP 6, 6
3. Model effective classroom procedures as well as instructional procedures.	Classroom Management Plan-Procedures Section; * Evaluate the mentor teacher's classroom arrangement and organization.	Classroom Management Plan – Procedures Section); * Reflections in Weekly Field Experience; Logs/Interaction with Mentor Teacher;  Analysis of mentor's classroom procedures	CF1, CF3, 1, 3	2.6k, 2.8k, 2.9k, 2.10k, 2.11k  2.6s, 2.8s 2.9s, 2.10s DDP 6,10



4. Prepare a detailed plan for the first week of school.	Evaluate a plan for others. Classroom Management Plan- First Day of School Section * Discuss with Mentor Teacher suggestions for the first days of school.	* Reflections on Field Experience Logs/Conversation with Mentor Teacher  Personal Classroom Management Plan- First Day of School Section (see attached Assignment Sheet and rubric)	<b>CF1, CF3,</b>  <b>1, 3, 4</b>	<b>2.4k, 2.5k, 2.6k</b>  <b>DDP 1,2,5</b>
5. Apply appropriate motivational strategies to engage varied learners.	* 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/Conversation with Mentor Teacher  Classroom Management Presentation	<b>CF5,</b>  <b>1, 3, 4</b>	<b>2.13k, 2.17k, 2.18k, 2.23k</b>  <b>2.1s, 2.16s, 2.17s</b>  <b>DDP 2, 6, 7</b>
6. Use effective communication and variety of methods for involving administrators, counselors, other teachers and parents and other professionals (as needed) in the students' learning.	Role-play parent-teacher conferences, positive phone calls home; Classroom management Presentation research;  Classroom Management Plan – Communication Plan Section * Interview mentor teacher concerning administration, counselor and other teacher involvement. * Research on “Bullying”	* Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher; Classroom Management Plan – Communication Plan ; Design an E- newsletter for parents; Classroom Management Presentation (see attached Assignment Sheet and rubric); Plan to address “bullying” in the classroom.	<b>CF1, CF3,</b>  <b>1, 3, 4</b>	<b>2.12k, 2.15k</b>  <b>DDP 4, 6</b>

Program specific URL address for *Specialty Program Association (SPA) standards*:

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

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>

### **Bibliography:**

#### **Responsive Classroom Series:**

*The Joyful Classroom*. (2016). Center for Responsive Schools, Inc. Turner Falls, MA

*The First Six Weeks of School*, 2<sup>nd</sup> edition, (2015). Center for Responsive Schools, Inc. Turner Falls, MA

Brady, K, Forton, MB, *Rules in School*. (2010). Center for Responsive Schools, Inc. Turner Falls, MA

Crowe, C. *Solving Thorny Behavior Problems*. (2009). Center for Responsive Schools, Inc. Tuner Falls, MA

Kriete, R., Davis, C. *The Morning Meeting Book*, 3<sup>rd</sup> edition, (2016). Center for Responsive Schools, Inc. Turner Falls, MA

Wilson, M. (2015). *Teasing, Tattling, Defiance and More...* Centers for Responsive Schools, Inc. Turner Falls, MA

Other resources for Classroom Management:

Emmer/Evertson. *Classroom Management for Elementary Teachers*, 9<sup>th</sup> 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.

Rutherford, Paula. *Why Didn't I Learn This in College: Teaching and Learning in the 21<sup>st</sup> Century*, 2<sup>nd</sup> edition, Just ASK Publications, Alexandria, VA

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.

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


# CIEE 3385.02 Creating an Environment for Learning

PROPOSED SCHEDULE: Fall 2017



CLASS MEETING DATE	ACTIVITIES	Reading Assignment for the week listed	IMPORTANT DUE DATES
Thursday August 24 Day 1	Overview of Syllabus/Calendar What are the characteristics of an effective teacher? Text: <i>The Classroom Management Secret</i> discussion on topics: First Day of School and Classroom Management Plan Introduce Classroom Managers Activity and Menu	Text: <i>The Classroom Management Secret</i> Overview	<b>Assignment #1</b> <b>The Effective Teacher due 8/31</b>
Thursday Aug. 31	Classes Cancelled		
Thursday Sept. 7 Day 2	How to Teach Your Classroom Management Plan <ul style="list-style-type: none"> <li>➤ Procedures (Academic Routines) Ch. 17</li> <li>➤ Transitions</li> </ul> <b>Group 1 Classroom Managers</b>	Text: TCMS Chaps. 1- 6	<b>Assignment #1 due</b>  Research pros and cons for rewards for the next class 9/7

Thursday Sept. 14 Day 3	<p>Discussion on Pros and Cons for rewards for good behavior</p> <ul style="list-style-type: none"> <li>➤ Can classroom environment improve behavior?</li> <li>➤ How do you plan to greet students?</li> </ul> <p><b>Group 2 Classroom Managers</b></p>	Text: TCMS Chaps. 7 - 12	<p><b>Assignment #2</b> <b>Due 9/14</b></p> <p><b>First Week of School</b></p>
Thursday Sept. 21 Day 4	<p>Managing Misbehavior</p> <ul style="list-style-type: none"> <li>➤ How to talk to difficult students</li> <li>➤ How to build rapport with difficult students</li> </ul> <p><b>Group 3 Classroom Managers</b> <b>Portfolio Training Whole Group</b> <b>1:00 – 2:00</b></p>	Text: TCMS Chaps. 13-17	<p><b>Assignment #2</b> <b>Due</b></p> <p><b>Research dealing with misbehaviors</b></p>
Thursday Sept. 28 Day 5	<p>Dealing with Difficult Students</p> <ul style="list-style-type: none"> <li>➤ Avoid labeling</li> <li>➤ Responding to disrespectful students</li> </ul> <p>Portfolio review 1:00 – 1:30 (all students)</p> <p><b>Group 4 Classroom Managers</b></p>	Text: TCMS Chaps. 18-23	<p><b>Assignment #3</b> <b>Due 9/28</b></p> <p><b>Your Classroom Management Plan</b></p>
Thursday Oct. 5 Day 6	<p>How to Improve Listening</p> <ul style="list-style-type: none"> <li>➤ Capture students' attention</li> <li>➤ Speak softly</li> </ul> <p><b>Group 5 Classroom Managers</b></p>	Text: TCMS Chaps. 24 - 28	<p><b>Assignment #3</b> <b>Due</b></p>
Thursday Oct. 12 Day 7	<p>How to make your students feel safe</p> <ul style="list-style-type: none"> <li>➤ How to fuel students' intrinsic motivation</li> <li>➤ How to press the restart button</li> </ul> <p><b>Group 6 Classroom Managers</b></p>	Text: TCMS Chaps. 20 – 34	<p><b>Assignment #4</b> <b>Due 10/12</b></p> <p><b>Effective Management of Misbehavior</b></p>
Mon. – Fri. Oct. 16 – 20	<p><b>FIELD EXPERIENCE</b> <b>WEEK 1</b> <b>MONDAY, Oct. 16 FIELD ORIENTATION (9:00)</b> <b>1:00 report to your schools</b></p>		<p>Watch and take notes about discipline procedures</p>
Mon. – Fri. Oct. 23 - 27	<p><b>FIELD EXPERIENCE WEEK 2</b></p>		<p>Begin signing up for Observations</p>

Mon. – Fri. Oct. 30- Nov. 3	<b>FIELD EXPERIENCE WEEK 3</b>  Plan and complete your legacy project. Take pictures or video. Remember you can't share pictures or video from your phone they will have to be uploaded to another media.		Make a list of  procedures and transitions you observe
Mon. – Fri. Nov. 6 - 10	<b>PLT Monday, Nov. 6, 8:00 – 3:00</b> <b>Bearkat Camp</b>  <b>FIELD EXPERIENCE WEEK 4</b>  Observations have to be completed this week.		Ask your mentor about parent conferences also ask if they have any information to share on Meet the Teacher
Thursday Nov. 16  Day 8	How to improve Classroom Management by doing less  <b>Group 7 Classroom Managers Portfolio Due Friday, Oct. 14</b>	<b>Text: TCMS Chaps. 35 - 40</b>	<b>Assignment #5 Due 11/16 Parent Communication</b>
<b>Nov. 20 - 24</b>			<b>Assignment #6 Educational Philosophy Due 11/30 With your creative CM Binder</b>
Thursday Nov. 30 Day 9	Parent Communication ➤ Welcome Letter ➤ Meet the Teacher ➤ Parent Conferences ➤ Problem Parents <b>Group 8 Classroom Managers</b>	<b>TCMS Chaps 41-46</b>	<b>Assignment # 6 Educational Philosophy Due with Binder 11/30</b>
Tuesday Dec. 5	<b>PBL PRESENTATIONS ROOM 110</b>		