



# CIEE 3385 Creating a Positive Learning Environment Fall 2017

CIEE 3385 is a required course for the IDS Education Major and EC-6 Certification  
College of Education, Department of Curriculum and Instruction

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**Office hours:**

Wednesday and Thursday	11:00-12:30	By appointment

*Note: These times may vary due to scheduling of observations during Field Experience and supervising student teachers. It is best to make an appointment.*

### Course Format:

Weekly meetings in this integrated curriculum course will consist of modeling the most effective and research-based practices in teaching mathematics, science, social studies and classroom management that foster and support candidates' active participation and reflections. Cooperative learning, group projects, use of literature/writing, integrated curriculum, and instructional technology will be emphasized. The candidate will participate in hands-on activities associated with planning, teaching, and assessing all content learning for all learners using the Texas state curriculum (TEKS). Teacher reflections will be required. The teacher candidate works collaboratively with practicing EC-6 teachers in field based settings.

**Day and Time of Class Meets:** Section 4 -Wednesday: 12:00-2:50 PM  
Section 5 – Thursday: 12:30-3:20 PM  
Section 6- Tuesday: 12:30-3:20 PM  
Field Experience: Monday – Friday, Oct. 16-Nov.10; 7:30 – 3:30

**Location of Class:** TEC. Room 341

**Course Descriptions:** CIEE 4385: The Teacher Candidate is given 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. The teacher candidate works collaboratively with practicing EC-6 teachers in field based settings.

**Textbooks:** \*No Text book required: A variety of materials and supplies will be required during the course of the semester.

*Project Learning Tree* (11<sup>th</sup> edition) America Forest Foundation. Available at a later date from PLT. \$55.00

**Course Objectives:**

<b>Course</b>	<b>CIEE 3385 Classroom Management</b>
<b>Course Objective of Content and Overview</b>	The principles and ideas of this course are reflected through the course and their field. Active involvement in class projects and assignments will enable students to develop an understanding specific aspects of Creating a Positive Learning Environment. Students will have the opportunity to create a CLASSROOM MANAGEMENT PLAN FOR CREATING A POSITIVE LEARNING ENVIRONMENT

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

- Essential: Learn to apply course material (to improve thinking, problem solving, and decisions.)  
Developing specific skills, competencies, and point of view needed by professionals in the field most closely related to this course.
- Important: Learning fundamental principles, generalizations or theories.  
Acquiring skills in working with others as a member of a team.  
Learning how to find and use resources for answering questions or solving problems.  
Acquiring an interest in learning more by asking my own questions and seeking answer

**Course/Instructor Requirements:**

CIEE 4385 are teaching methodology courses designed to help teacher candidates gain competencies in planning, implementing, assessing, managing and modifying content instruction that meets the needs of diverse learners. Specific course info in the pages that follow.

**Course Outline:**

<b>Course</b>	<b>CIEE 3385 Classroom Management</b>
<b>Course Content Overview</b>	--Classroom Management Plan: Rules, Routines and Procedures, Jobs, Seating Options, Behavior Interventions, Positive Reinforcements and Consequences, Attention Getters, Applauses, Brain Breaks, First Day of School --Engaging Students: Active Learning Tools, Game boards, I Haves, Make and Take class activities that engage and involve students in the learning process --Classroom Manager: manage the classroom for one class, newsletter, present a variety of management tips to classmates

**Assignments:**

**CIEE 3385 Creative a Positive Learning Environment**

ACE..The teacher candidate works collaboratively with practicing EC-6 teachers in field based settings, and will reflect on those experiences.

<p><b>Topics/Objectives</b></p> <p>The Candidate will be able to:</p>	<p><b>Activities/Assignments</b> (* indicates field-based activity)</p>	<p><b>Measurement (including performance based)</b></p>	<p><b>Standards Alignment</b></p> <ul style="list-style-type: none"> <li>• <a href="#">State PPR Standards</a></li> <li>• ACEI</li> <li>• SHSU Teacher Preparation Conceptual Framework (CF)</li> <li>• NCATE Unit Standards</li> </ul>
<p>Describe behaviors of effective teachers</p>	<p>Designing charts of effective and ineffective characteristics of teachers</p> <p>Discuss impact of effective teachers opposed to ineffective teachers</p>	<p>Classroom Manager Duties Newsletter Classroom Management Plan</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>1, 4</p> <p>CF 135</p>
<p>Design a classroom for effective instruction</p>	<p>Discussion :what makes an effective classroom and the impact of classroom arrangement.</p> <p>Discussion on factors to consider and reasons for specific room arrangements.</p> <p>In groups, using past experiences draw on charts three well-arranged classrooms and three poorly arranged classrooms. Post for discussion on the reasons each is good or poor arrangement</p>	<p>Classroom Manager Duties Newsletter Classroom Management Plan</p> <p>Flexible Seating</p>	<p>2.19k, 2.19s, 2.20k, 2.22k</p> <p>CF 1235</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>Classroom Manager Duties Newsletter Classroom Management Plan</p> <p>Rules and Procedures</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>1</p> <p>CF 135</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>Classroom Manager Duties Newsletter Classroom Management Plan Organizational Spreadsheet Rules and Procedures</p>	<p>2.6k, 2.9k2. 10k, 2.6s, 2.9s, 2.10s</p> <p>4a, 4b</p> <p>1</p> <p>CF 135</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>Classroom Manager Duties Newsletter Classroom Management Plan Teaching Models Organizations Spreadsheet</p> <p>Brain Breaks Attention Getters</p>	<p>2.8s, 2.9k, 2.9s, 2.14k, 3.1s</p> <p>4a, 4b</p> <p>1</p> <p>CF 135</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 Classroom Manager Duties Newsletter Classroom Management Plan</p>	<p>2.14s, 2.14s, 1.15k, 2.15k, 2.15s, 2.17k, 2.18k</p> <p>4a, 4b</p> <p>1</p> <p>CF 135</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>Classroom Manager Duties Newsletter Classroom Management Plan</p> <p>Develop a list of strategies for developing positive parent communications. Develop an agenda for a parent conference</p>	<p>3.1k, 3.2k, 3.3k</p> <p>4b</p> <p>1, 4</p> <p>CF 1235</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 would engage specific diverse learners and be able to explain choices</p>	<p><b>*Field Experience: Lesson Plans, Teaching Performance, Field Experience Checklist</b></p> <p><b>During Field Experience Opportunity Week these assignments and expectations will be reviewed with examples and class activities.</b></p>	<p>Classroom Manager Duties Newsletter Classroom Management Plan Resource Challenges Teaching Models</p> <p>Mentor Teacher and University Supervisor Appraisal of Professionalism</p>	<p>2.4k, 2.4s, 2.5k, 2.5s, 2.1s, 3.1s, 3.3s, 3.12s, 3.13s, 3.20s</p> <p>4b</p> <p>1, 4</p> <p>CF 135</p>
<p>Describe various motivational incentives for whole classes</p> <p>Describe motivational incentives for small groups and individuals.</p>	<p>Based on reading and research assignment, groups develop class motivational strategies and share.</p> <p>Groups develop samples of both small group and individual incentives.</p> <p>Class critique of the various methods</p>	<p>Classroom Manager Duties Newsletter Classroom Management Plan Scavenger Hunt</p>	<p>2.3k</p> <p>4a, 4b</p> <p>1</p> <p>CF 135</p>
<p>Identify major components for an effective first day of school</p> <p>Describe in detail the first day of school at a selected grade level.</p>	<p>Video and discussion</p> <p>Class discussion of strategies and sequencing</p> <p>Groups develop samples and share</p>	<p>Classroom Manager Duties Newsletter Classroom Management Plan</p>	<p>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,</p> <p>4b</p> <p>1</p> <p>CF 1235</p>
<p>Explain how TEKS are used in effective planning</p> <p>Explain the significance of Student Expectations</p>	<p>Interact with TEKS as a planning tool.</p> <p>Relate Bloom's to TEKS, Objectives and Planning</p>	<p>Participation grade on having appropriate TEKS Teaching Models</p> <p>Class participation in using TEKS Class participation in using Bloom's in TEKS, writing</p>	<p>1.5k, 2.1k, 2.22k, 3.1k, 3.2k, 3.3k, 3.4k,</p> <p>4b</p> <p>1, 2, 3, 4</p>

<p>Describe Bloom’s 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>objectives, and planning lessons</p> <p>Class participation in writing objectives and aligning</p> <p>Class participation in writing appropriate plans</p>	<p><b>CF 12345</b></p> <p><b>ACE</b></p>
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**Grades:**

	<b>Classroom Management</b>
<b>Assignments/Activities Including written reflection /ACE</b>	550
<b>Disposition/Professionalism from Professor</b>	350
<b>Disposition/Professionalism from Mentor</b>	100
<b>Total</b>	<b>1000</b>

*The professor reserves the right to alter course requirements to better meet the learning needs of the teacher candidates.*

Letter Grades are as follows:

900-1000 = A

800-899 = B

700-799=C

600-699=D

Below 600 =F

\*A grade in any methods course of “D” or lower will result in the candidate repeating all method courses before they are eligible for student teaching.

**Schedule:**

CMP-Seating Options	CMP-First Day of School
CMP-Jobs	CMP-Attention Getters, Applauses & Brain Breaks
CMP-Rules	I Haves
CMP-Routines and Procedures	Game Boards
CMP-Behavior Interventions	Active Learning Tools
CMP-Positive Reinforcements and Consequences	Classroom Manager Duties and Newsletter

**Student Guidelines**

## SHSU Academic Policy Manual--Students

- [Procedures in Cases of Academic Dishonesty #810213](#)
- [Disabled Student Policy #811006](#)  
Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512. TDD 936-294-3786) to request accommodations.
- [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: no personal tech devices, only for classroom activities
  - Technology during exams: No personal tech devices
  - Technology in emergencies: Inform instructor of any personal issues

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 disruptions to the class by their attendance.

[NCATE Standards](#)

[CAEP Standards](#)

[The COE Conceptual Framework](#)

**ACEI:** <http://www.acei.org>

**Conceptual Framework:** <http://www.shsu.edu/~ncate/concept.html>

**TX PPR Standards:** <http://www.tea.state.tx.us>

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

**ISTE:** <http://www.iste.org>

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

**ACE**

--All content methods block courses are Academic Community Engagement courses in which you will not only learn knowledge and skills, but also actively use those skills to make a difference in our community to improve the quality of life. These experiences will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.

--Through the ACE experience you will complete approximately 120 hours of field experience where you will focus on the educational growth of EC-6 students that include planning and teaching lessons, involvement in community efforts like math family night, family informational fairs, reading fairs, mentoring programs, etc.

--At the end of each field experience placement you will have the opportunity to reflect on your experiences and that reflection is inclusive of your grades for all senior content methods block courses which is approximately 50% of your total points for your final grade.

**Attendance**

Regular and punctual attendance is required and will be documented every class period.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. 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.

Upon the second absence, after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate's file. After the third absence, the candidate will attend a conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course or block of courses. Each absence beyond the first absence may result in a five-point reduction of your final grade in all classes for each class missed. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the methods semester.

It is the student's responsibility to obtain prior approval from the instructor for making up class assignments. Documentation from the student may be required for approval. It is also the student's responsibility to retrieve handouts and materials from the missed class from classmates. Any missed group work may not be made up.

- **Tardies**

If a student is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A student who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

**Course Expectations:****Methods Block Professionalism and Expectations:**

- Check Blackboard regularly for assignments, announcements, grades, changes.
- Communicate with your course instructor for any concerns that could affect your learning, attendance, and participation in class.
- Observe regular attendance and prepare to actively participate in class and in the field.
- Engage in team collaboration and active listening
- Engage in thoughtful reflections on teaching practices and learning opportunities
- Relate or make cognitive connections between and among readings, discussions, activities, assignments and the PPR competencies.
- Consistently demonstrate good disposition.

**Professional Participation**

It is expected that teacher candidates be active, enthusiastic, and collegial participants in face-to-face and online activities during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

**Field Experience:**

Field experience is a mandatory component of the method courses. It takes place in established public schools with strong mentors. During field experience days (at least 120 hours), candidates will have a variety of assignments that are directly related to this course and allow candidates to see connections among pedagogy, practice, and mathematics.

**Field experience** provides a unique opportunity for teacher candidates to:

- begin the transition from a college student to a teacher,
- familiarize themselves with the culture of the mathematics classroom in elementary schools,
- observe and put into practice the concepts and skills learned in the course,
- better understand the learners, the processes involved in developing conceptual understanding in students, and multiple approaches to facilitate learning, and,
- observe and understand the complexity of teacher roles and responsibilities on a daily basis.

## EVALUATION PROCEDURES AND GRADING POLICIES

The evaluation system outlined below is an attempt to provide candidates with a significant role in determining their final course grade all CIEE Courses. This system is based on my belief that the most important variable involved in determining the candidate's final grade should be the quantity of high-quality work completed, and all assignments submitted must demonstrate the quality of work expected of teacher candidates; **Work is expected to be professionally written with correct grammar, tense, and spelling.** It is important to realize that as a student, and future teacher, it is your responsibility to provide the highest possible quality work in a timely manner. **Extra credit is not offered in this course.**

### Writing policy statement for Content Methods Block:

Any written assignment that has five language usage, spelling, grammatical, or punctuation errors will not be evaluated. The candidate can resubmit the assignment for evaluation after all language usage, spelling, grammatical, or punctuation errors are corrected. The candidate could be required to sign-up and attend the SHSU Writing Center to receive writing assistance before being allowed to resubmit the assignment for evaluation. The professor will decide on the length of time allowed for completing the assignment.

**Academic Assistance:** If you need help with your writing assignments, please call or visit the Sam Writing Center - -- Farrington Building, (Phone) 936-294-3681

### Late Submissions

Late assignments will receive a 10-40 point deduction in points for each day late. Recognizing that "extenuating circumstances" may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed in order to pass this course. See course grading rubric

### Expectations:

#### Time Requirement

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.

### Professionalism

Professionalism is expected, both in the classroom and in the public schools. If individual assignments possess a striking similarity to another student's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The teacher candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. A Disposition Checklist will be complete by both the professor and mentors.

### Program Requirements:

All required program uploads must be completed by no later than the week before grades are to be posted for the end of the semester. In order to receive your final grade for this course, you must complete all program requirements by the assigned due dates, and not later than a week before grades are to be posted for the end of the semester.

. The program requirements for this course are:

- Emerging Dispositions in Tk20
- Lesson Plans in Tk20
- Field Experience Documentation Log to Sam Web

### Final Grades

To receive your final grade for this course, you must complete all program requirements by the assigned due dates. The program requirements for this course are:

- Emerging Dispositions in TK20
- Lesson Plans in TK20

- Field Experience Log in Sam Web
- Portfolio

**Student Interaction Policy- Observe strictly the student Interaction Policy below, as this is for your protection.**

- DO NOT Communicate with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.
  - Do NOT text, e-mail, or access student My Space or Facebook pages.
  - Do NOT call students on their cell phones or home phones.
  - Do NOT give students rides or socialize with them or their families.
  - Contact with students outside of school is prohibited.
- **Cell Phone Policy Sam Houston State University Academic Policy Statement 100728** [Cell Phone Policy Sam Houston State University Academic Policy Statement 100728](#)

**Additional Information:**

**Student Syllabus Guidelines:**

Please visit the following website (<http://www.shsu.edu/syllabus/>) for additional [Sam Houston State University syllabus information](#) regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

**Bibliography:**

Bransford, J.D., Brown, A.L. , & Cocking, R.R. (1999). *How People Learn: Brain, Mind, Experience and School*. Washington, DC: National Academy Press

Carroll, J.A. and Witherspoon, T.L. (2002). *Linking Technology and Curriculum*. Upper Saddle River, New Jersey: Prentice-Hall.

Jonassen, D. H. (1996). *Computers in the Classroom: Mindtools for Critical Thinking*. Englewood Cliffs, NJ: Merrill/ Prentice- Hall.

Newby, T.J., Stepich, D.A., Lehman, J.D., and Russell, J.D. (2006). *Educational Technology for Teaching and Learning*. Upper Saddle River, New Jersey: Prentice-Hall.