

1.0 Graduate Credit - ONLINE

ED 589: Organizing and Maintaining Successful Classroom Environments, Grades 6-12

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

COURSE DESCRIPTION:

Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining classroom environments of respect and rapport are the high thoughtful strategy, while facilitating respectful peer review among students. Active participation will further learning about students' while aiding in the development of assignments and activities that build from high expectations for all students. Classroom management strategies will further group work, student engagement, and peaceful transitions between and among activities.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Take an active role in learning about students in order to establish a successful classroom environment.
- Demonstrate a working knowledge of behavior management strategies and organization of physical space that contributes to an effective classroom environment.
- Memorize and practice successful attributes of student peer review that leads to course organized priorities.
- Practice facilitating and building upon environments of respect and rapport through caring, and peaceful transitions and student collaboration.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Guardino, C. A., and Fullerton, E. (2004). *Changing Behaviors by Changing the Classroom Environment. Teaching Exceptional Children*, Vol. 42, No. 6, pp. 8-13.

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- Guthrie JT, Knowles K. Promoting reading motivation. In: Verhoeven L, Snow CE, editors. Literacy and motivation: Reading engagement in individuals and groups. Mahwah, NJ: Erlbaum; 2001. pp. 159–176.
- Marzano, R. J. (2015). Processing New Information: Classroom Techniques to Help Students Engage with Content. Marzano Laboratories.
- Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.
- Niles, W. J., & Cohen, A. (2012). A Case Based Analysis Preparation Strategy for Use in a Classroom Management for Inclusive Settings Course: Preliminary Observations. SRATE Journal, 21(1), 44-54.

Recommended Text:

- Niles, W. (2005). Building a Classroom Management Plan for Inclusive Environments: From Fear to F.E.A.R. Teaching Exceptional Children Plus, 2(1), 112.
- Marzano, R. J. (2012). Becoming a Reflective Teacher. Marzano Laboratories.
- Peterson, C. & Seligman, M. (2004). Washington, DC: American Psychological Association
- Soodak, L. C. (2003). Classroom Management in Inclusive Settings. Theory Into Practice, 42(4), 327-333.

COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

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GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%
Lesson and/or unit Plans	50%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.