## CI 150 ECE    MANAGING EARLY LEARNING ENVIRONMENTS  (1.0 unit)

*Leadership for Diverse Communities*
*The faculty of the Kremen School of Education and Human Development*
*foster the development of the following candidate dispositions. Candidates*
*will increasingly reflect these dispositions in their work with students,*
*families, and communities.*

Our candidates are Ethical, Reflective, Critical Thinkers, Valuing Diversity
and Life-Long Learning

http://www.csufresno.edu/mediatormentors/
http://www.csufresno.edu/bonnercenter/

**Semester, Year**
**Campus Phone**
**e-mail**
**Office Hours _____and at Future Teacher Forums**
**and also by appointment.**
Classroom Management Seminar meets on 5 Fridays 12:00 to 3:00 **ED Bldg.**

You will need to purchase.

Required Text #1**: Katz, L. & McClellan, D., (latest edition).** *Building Social Competence in*
        *Children.* **National Association for the Education of Young Children, Washington,**
        **D.C.**

Required Text #2**: Nelsen, J. (latest edition).** *Positive Discipline***. Ballantine: NY.**

Supplemental Reading Materials will be assigned by your instructor.

*"The true primary goal of all behavior is to find a sense of belonging and significance. When*
*a child's efforts to belong meet with failure, discouragement can result in misbehavior.*
*Encouragement is the most effective way to change behavior. Encouragement is teaching*
*children the skills they need to be successful in life." –J. Nelsen*

### CI 150  ECE Course Description:

**CI 150 ECE** is a 1 unit class that has as its primary objective to introduce phase-two preservice
teachers to a broad variety of classroom management issues, philosophies, and strategies. The
only prerequisite for the class is admission to the ECE cohort Multiple Subject Credential
emphasis. The class is appropriate for Early Childhood Education Students in their second
semester. In keeping with the early childhood education philosophy, the creation of a *caring*
*community of learners* is emphasized as the foundation for all management and discipline
activity.

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The goal of the class is for peers, consultants and instructor to assist each unique future teacher in developing management confidence. Additionally, we want you to identify management strategies that work for you! Special Guest Consultants will describe locally and nationally implemented classroom management programs such as Positive Discipline, Second Step, Assertive Discipline, The Problem-Solving Classroom, Peer Mediation, Character Education, Conflict Resolution Education, Positive Behavior Support, Response to Intervention and Service Learning.

**Primary Learning Outcomes:**

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions. The ECE program is When you complete this class you should have familiarity with a broad variety of classroom management issues, philosophies, and strategies.  You should also expect to master entry-level competence in implementing these strategies.

**CCTC  Standards Addressed by CI 150 ECE**

*CCTC 9*        *Candidates will reflect on personal beliefs and create a positive classroom environment which promotes acceptance and provides an equitable classroom community and minimizes bias.*

*CCTC 10*        *Candidates will establish procedures and practice effective strategies and resources for classroom management, individual student behavior management, crisis prevention and conflict management.*

*CCTC 9*        *Candidates will promote student effort and engagement while developing and maintaining clear and high expectations of academic and social behavior in the classroom.*

*CCTC 5, 6, 10*        *Candidates will study, learn and apply concepts and strategies that contribute        to respectful and productive teacher relationships with families and        communities.*

**NAEYC** Standards Addressed by **CI 150 ECE**

*1.2.2*   ***Early childhood professionals learn to create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays and special abilities.***

*2.1*   ***Early childhood professionals learn to plan and implement developmentally appropriate curriculum and instructional practices.***

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*2.1.2    Early childhood professionals learn to use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.*

*2.4    Early childhood professionals learn to establish and maintain physically and psychologically safe and healthy learning environments for children.*

*2.41    Early childhood professionals demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.*

*5.5     Early childhood professionals actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.*

**Prerequisites:**  Admission to the Multiple Subject, Early Childhood Education Credential program.
E-mail (The University provides free email accounts to all students.) & access to Blackboard

**Confidentiality.** The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child he recommended language is "for the purpose of this study, I'll refer to the observed student as *Child A."*

**Cell Phones.** Out of respect for everyone's learning experience, **cell phones are to be turned off** during class except when an emergency call is expected.

**Subject to Change.**  This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent. Blackboard will be used as a central communications system.

**Collaboration** on group assignments is necessary and encouraged.  Written assignments (unless otherwise specified) should represent **independent work**. At CSUF **computers** and communication links are recognized as integral to the education and research experience.  Every student is required to have his/her own computer or have other personal access to a workstation. Students may register for e-mail accounts on campus at the student union.

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## Tentative Schedule of Topics & Assignments

|  | Assignment | Date Due |
|---|---|---|
| **Written Assignment #1:** | District/School/Classroom **Management Plan** | 3rd class |
| **Written Assignment #2:** | **Intervention Plan** (Addressing Individual Differences) | 4th class |
| **Written Assignment #3:** | Classroom Environment **Floor Plan** | 5th class |

**Classroom Management Seminar Dates & Themes are as follows**:

**In ED 215 Fridays 12-3 PM**

IMPORTANT:  Have Read Entire Nelsen & Katz & McClellen books before first seminar. Also, Visit all the Readings on Blackboard for this class.

1st Class        ___                Classroom Management Seminar; Satellite Student
                (focus: Preface, Chapters 1 and 2 in Nelsen; Chapt 1 in
        Katz and McClellen) Note Taking Tool to be used during
                Seminar.

2nd Class        ___                Stations!  Station One: Designing your Management Plan
                Station Two: Helping the 'Challenged Child.'
                Station Thee: Nelsen on Developing Social Interest
                (focus: Katz & McClellen, Chapt. 1; Nelsen 3 & 4)

3rd Class        ___                **Written Assignment #1 due**
                Sharing our Management Plans (peer oral critique)
                (focus: Nelsen 5 & 6, Katz and McClellen, Chapter 3)

4th Class        ___                Special Guest: Physical Safety  & CPS Reporting
                **Written Assignment #2 due**
                Sharing our Intervention Plans (peer oral critique)
                We teach! (2nd Step Violence Prevention; Character Ed,
                Conflict Resolution Education, etc)

5th  Class        ___                Summarizing Our Learning  & Special Guest:
                Social-Emotional Learning in our Districts
                **Written Assignment #3 due**
                Sharing our Floor Plans (peer oral critique)

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Description of Major **Written Assignments** There are no exams associated with this 1 unit class.

1. Research a local district's discipline plan and school discipline handbook (get a copy of what is sent home to parents). Using district and school plans as framework, design your classroom "Guidelines for Group Behavior" complete with consequences for positive choices and poor choices. Use Nelsen and Katz, et al. as references indicating why you made the choices you did in creating your plan. (3-5 pages, not including the attached school materials)

2. Observe a child in your student teaching placement (or in another setting) who is having trouble with adaptive, normative behavior. Take anecdotal notes, consult with the teacher and develop an intervention plan that might encourage behavioral improvement. Again, support the selection of your strategy with citations from Nelsen and Katz. (Plan does not have to be implemented to receive credit for the assignment; 2-3 pages).

3. Study Primary Classroom arrangements. Observe with an eye toward movement   flow, safety, efficiency and facilitation of specific kinds of instruction. Draw a   floor plan for a classroom of a specific grade level labeling all. You may use your  master teacher's room and indicate where you would make changes and why.


**Classroom Management Competencies**

All students will teach a 2<sup>nd</sup> Step, CRETE or Character Education lesson to peers. This can be done in small groups. Competencies to be demonstrated are:

**1. Teaching Procedures** and Facilitating Guided Practice in Learning Procedures

**2. Facilitating Transitions** (from whole group to small group, for example)

**3. Organization of Materials** (Physical Environment)

**4. Minimizing** Student Behavior **Mistakes** (redirect, behavior buddy, positive reframe)

**5. Facilitating A Classroom** (or small group) **Meeting**
    *"The Problem-Solving Classroom"*

**6.** Use of Teacher **Proximity** to reduce negative student behavior

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## Evaluation

The three written assignments are awarded credit if all three of the following conditions are met:

| Objective Addressed: | Demonstration of Applied Knowledge Base | Overall Product of Acceptable Quality |
|---|---|---|
| • Candidates will incorporate psychological and physical aspects of developmentally appropriate learning environment in their management plans.<br>• Candidates will address psychological, physical and curricular needs of one 'challenged' child (plan need not be actually implemented).<br>• Candidates will demonstrate familiarity with violence prevention and community and character building programs available in local schools. | • When observations are made and systems are designed, candidate cites research and/or text readings as rationale for choices.<br><br>• Candidate indicates reflection on and integration of field experiences in written assignments.<br><br>• In all assignments, child *and family focus* is evident. | • Written assignment themes are logically developed. Standard English is adhered to. Word processing and citations are of professional quality.<br><br>• Products created are replicable and sharable (for example lists of student classroom jobs…become practical ideas for final student teaching— candidate's or peer's). |

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**Grading**

Since the course is Credit/No Credit, assignments will be either satisfactory or not. Unsatisfactory assignments will be returned to the student with feedback and will be reevaluated when revised. Missing assignments will result in a No Credit final grade.

| Classroom Management | Assignment Chronicle | Candidate | |
|---|---|---|---|
| | | YES | NO |
| Written Assignment #1 | Classroom Management  Plan | | |
| Written Assignment #2 | Intervention Plan for a 'challenged child.' | | |
| Written Assignment #3 | Environment (Floor) Plan | | |
| *Teaching Group Lesson | 2nd Step; CRETE, Olweus | | |
| *Qualitative Comments:* | | | |

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| Topics Descriptions |
|---|
| **Positive Discipline**<br>Throughout the course an emphasis is placed on supporting learners. The Adlerian approach to encouraging the best and conveying positive expectations is a primary focus. The dangers of punishment are revealed and structures that enable students to repair mistakes and make better choices with guidance are taught. The child is never viewed as 'a project,' but rather as a developing individual in the cultural context of her family. Parents are considered partners in developing positive discipline strategies to assist adaptive student behavior in the classroom. |
| **Behavioral Approaches**<br>Our schools use behavioral approaches like Assertive Discipline and 123, Magic. These approaches are described and candidates are shown how to use them without making the consequence all important. It is important that candidates are prepared to use behavioral approaches effectively, and yet, the Early Childhood program philosophy relies upon the authentic relationship that the teacher and student create to be 'the seat' of change. It is within this relationship that motivation lies. Behavioral, extrinsic rewards are seen as initial motivators to be faded as intrinsic motivation develops. Token economies and/or response/cost measures are emphasized as appropriate strategies for some students with special needs. |
| **Social-Emotional Learning**<br>Early childhood education teacher candidates must be aware of social-emotional objectives, skills and strategies that support positive behavior, and therefore, effective classroom management.<br>Candidates must understand how to infuse these SEL concepts into content teaching and naturally occurring teaching moments. In addition, candidates will explore several examples of formal SEL curricula currently being used in school districts. Anger Management, Impulse Control, Empathy Development and Social Skills in general will be highlighted. |
| **Conflict Resolution Education**<br>Teacher candidates must be able to create opportunities for students to resolve interpersonal conflict in the classroom. Students must be taught communication skills to do so. Candidates will learn how to conduct circle dialogues in which contentious issues can be addressed safely and respectfully. Candidates must have the skills to identify and stop bullying behavior and secure the appropriate remedies for victims, aggressors, allies and bystanders. Interest-based negotiation and perspective checking can be taught to primary children in order to ensure that all students and their ideas are respected and valued in the learning environment. Candidates must develop the skills to help children repair relationships. The CRETE (Conflict Resolution in Teacher Education) curriculum will be relied upon to support the candidates in learning these skills. |

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**University Policies**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center (UC) room 5 (278-2811).

**Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
a)  understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration),
b)  neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
c)  take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Make Up Policy for Planned and Unplanned Absences:** In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

**Computers**: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended

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standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

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