FLORIDA INTERNATIONAL UNIVERSITY
DEPARTMENT OF TEACHER PREPARATION
A Global Learning Upper Division Course

EDF 3251
Classroom Management (3 credits)
Semester, Year
Day and Class meeting time
Room number
Class # – Section
TASKSTREAM ENROLLMENT CODE:

Instructor:
Name:
Office Phone:
E-mail:
Office Location and Office Hours:

I Course Description

Provides teachers understanding, skills, and dispositions for successful classroom management. It is important for teachers to understand how classroom management is an integral component of every learning environment. By making appropriate instructional and educational decisions, teachers promote student learning and students acquire content as well as procedures and models of behavior, in a safe learning environment. This course is designed to provide teachers with the understanding, skills and dispositions for successful classroom management

The classroom teacher of the 21st century will be required to create positive classroom environments with effective learning for diverse, multicultural students. Multicultural competence in the class will enhance classroom management and result in improved student learning outcomes. Definitions and expectations of appropriate behavior are culturally influenced, and conflicts can occur when teachers are not aware of the interrelatedness of culture, diversity, and classroom management. This course will assist the pre-service teacher in the recognition of one’s own ethnocentrism; increase knowledge of students’ cultural backgrounds in a global context; augment understanding of the broader social, economic, and political contexts of student behavior; and develop the pre-service teacher’s ability and willingness to use culturally appropriate management strategies to develop a caring classroom.

Pre-requisites: EDP 3004
II COE Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

III Program Standards/Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAPs), Florida’s Exceptional Student Education K-12 (ESE K-12), Florida Standards for Teachers of English for Speakers of Other Languages (ESOL), and Florida Reading Endorsement Competencies.

The Florida Department of Education requires that Classroom Management be part of each undergraduate student’s education. This course is designed to fulfill that requirement. The specific Florida Educator Accomplished Practices (FEAP) assessed in this course are:

- **Standard 1.a.2** – The Learning Environment: To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative. The effective educator consistently:
  - **Indicator 1.a.2.a**: Organizes, allocates and manages the resources of time, space and attention
  - **Indicator 1.a.2.b**: Manages individual and class behaviors through a well-planned management system
  - **Indicator 1.a.2.d**: Respects students’ cultural, linguistic and family background
  - **Indicator 1.a.2.f**: Maintains a climate of openness, inquiry, fairness and support

<table>
<thead>
<tr>
<th>FEAP</th>
<th>FEAP Indicator</th>
<th>Title of Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.2</td>
<td>1.a.2.a</td>
<td>TaskStream Artifact:</td>
<td>Students will design an effective learning environment plan which includes two phases.</td>
</tr>
<tr>
<td>The Learning Environment</td>
<td>Phase I: Learning</td>
<td></td>
<td>Phase I: requires a diagram with the physical layout of a classroom, including:</td>
</tr>
<tr>
<td>Environment Phase II: Communicating Expectations</td>
<td>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A minimum of 20 students:</td>
<td>Emmer, E. &amp; Evertson, C. (2008), Classroom management for elementary teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• of these students, 3 are English Speakers of Other Languages (ESOL), 3 are Learning Disabled (LD) and 3 display more than typical behavior problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The diagram must graphically display:</td>
<td>Week 2 Reading Requirement Chapter 1: Organizing Your Classroom and Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seating arrangement</td>
<td>Week 5 Video Requirement “Classroom Arrangements”: A real-life example of a non-traditional classroom arrangement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Labels for desks of each of the special needs students described above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The teacher’s desk</td>
<td>Week 3 Reading Requirement Chapter 2: Establishing Classroom Rules and Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Small group teaching station</td>
<td>Week 5 Video Requirement “Teaching Rules and Procedures”: A real-life example of a teacher reinforcing classroom rules and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Center areas (such as library, math, listening, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer station</td>
<td>Phase II: requires a detailed plan for developing and using effective classroom rules and procedures. The plan must include a detailed description of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classroom door(s)</td>
<td>• Procedures for developing classroom rules, including specific recommendations for how to include students in the decision making process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Board(s)</td>
<td>• How the plan will address possible linguistic and/or cultural differences among students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Storage area(s)</td>
<td>• A list of 4-6 positive classroom rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A narrative explaining the learning environment will be included with the diagram, describing how the learning environment was set up to maximize learning time in the classroom. The narrative will provide:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• An introductory paragraph describing the importance of effective classroom setup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• At least one reason why each environmental arrangement was made, justifying each based on course texts, video requirements and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A conclusion paragraph</td>
<td>Week 6 Video Requirement “Defining Expectations”: A real life example of a teacher establishing and clarifying expectations, keeping in mind the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A narrative explaining the learning environment will be included with the diagram, describing how the learning environment was set up to maximize learning time in the classroom. The narrative will provide:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• An introductory paragraph describing the importance of effective classroom setup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• At least one reason why each environmental arrangement was made, justifying each based on course texts, video requirements and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A conclusion paragraph</td>
<td>Phase II: requires a detailed plan for developing and using effective classroom rules and procedures. The plan must include a detailed description of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Procedures for developing classroom rules, including specific recommendations for how to include students in the decision making process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How the plan will address possible linguistic and/or cultural differences among students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A list of 4-6 positive classroom rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Procedures for teaching rule following</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Possible rewards and punishments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.a.2.b
Manages individual and class behaviors through a well-planned management system
Emmer, E. & Evertson, C. (2008), Classroom management for elementary teachers

Week 3 Reading Requirement
Chapter 2: Establishing Classroom Rules and Procedures

Week 5 Video Requirement
“Teaching Rules and Procedures”: A real-life example of a teacher reinforcing classroom rules and procedures

1.a.2.d
Respects students’ cultural, linguistic and family background

Week 6 Video Requirement
“Defining Expectations”: A real-life example of a teacher establishing and clarifying expectations, keeping in mind the

<table>
<thead>
<tr>
<th>Environment Phase II: Communicating Expectations</th>
<th>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A minimum of 20 students:</td>
<td>Emmer, E. &amp; Evertson, C. (2008), Classroom management for elementary teachers</td>
</tr>
<tr>
<td>• of these students, 3 are English Speakers of Other Languages (ESOL), 3 are Learning Disabled (LD) and 3 display more than typical behavior problems</td>
<td></td>
</tr>
<tr>
<td>The diagram must graphically display:</td>
<td>Week 2 Reading Requirement Chapter 1: Organizing Your Classroom and Supplies</td>
</tr>
<tr>
<td>• Seating arrangement</td>
<td>Week 5 Video Requirement “Classroom Arrangements”: A real-life example of a non-traditional classroom arrangement</td>
</tr>
<tr>
<td>• Labels for desks of each of the special needs students described above</td>
<td></td>
</tr>
<tr>
<td>• The teacher’s desk</td>
<td>Week 3 Reading Requirement Chapter 2: Establishing Classroom Rules and Procedures</td>
</tr>
<tr>
<td>• Small group teaching station</td>
<td>Week 5 Video Requirement “Teaching Rules and Procedures”: A real-life example of a teacher reinforcing classroom rules and procedures</td>
</tr>
<tr>
<td>• Center areas (such as library, math, listening, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Computer station</td>
<td>Phase II: requires a detailed plan for developing and using effective classroom rules and procedures. The plan must include a detailed description of:</td>
</tr>
<tr>
<td>• Classroom door(s)</td>
<td>• Procedures for developing classroom rules, including specific recommendations for how to include students in the decision making process</td>
</tr>
<tr>
<td>• Board(s)</td>
<td>• How the plan will address possible linguistic and/or cultural differences among students</td>
</tr>
<tr>
<td>• Storage area(s)</td>
<td>• A list of 4-6 positive classroom rules</td>
</tr>
<tr>
<td>A narrative explaining the learning environment will be included with the diagram, describing how the learning environment was set up to maximize learning time in the classroom. The narrative will provide:</td>
<td></td>
</tr>
<tr>
<td>• An introductory paragraph describing the importance of effective classroom setup</td>
<td></td>
</tr>
<tr>
<td>• At least one reason why each environmental arrangement was made, justifying each based on course texts, video requirements and research</td>
<td></td>
</tr>
<tr>
<td>• A conclusion paragraph</td>
<td>Week 6 Video Requirement “Defining Expectations”: A real-life example of a teacher establishing and clarifying expectations, keeping in mind the</td>
</tr>
<tr>
<td>A narrative explaining the learning environment will be included with the diagram, describing how the learning environment was set up to maximize learning time in the classroom. The narrative will provide:</td>
<td></td>
</tr>
<tr>
<td>• An introductory paragraph describing the importance of effective classroom setup</td>
<td></td>
</tr>
<tr>
<td>• At least one reason why each environmental arrangement was made, justifying each based on course texts, video requirements and research</td>
<td></td>
</tr>
<tr>
<td>• A conclusion paragraph</td>
<td>Phase II: requires a detailed plan for developing and using effective classroom rules and procedures. The plan must include a detailed description of:</td>
</tr>
<tr>
<td>• Procedures for developing classroom rules, including specific recommendations for how to include students in the decision making process</td>
<td></td>
</tr>
<tr>
<td>• How the plan will address possible linguistic and/or cultural differences among students</td>
<td></td>
</tr>
<tr>
<td>• A list of 4-6 positive classroom rules</td>
<td></td>
</tr>
<tr>
<td>• Procedures for teaching rule following</td>
<td></td>
</tr>
<tr>
<td>• Possible rewards and punishments</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Mastery</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>(a).2.a. The Learning Environment</td>
<td>Candidate develops a classroom management plan that is outstanding in its organization, allocation, and management of the resources of time, space, and attention.</td>
</tr>
<tr>
<td>Organizes, allocates, and manages the resources of time, space, and attention.</td>
<td></td>
</tr>
<tr>
<td>(a).2.b. The Learning Environment</td>
<td>Candidate demonstrates mastery by thoroughly managing individual and class behaviors through a well-planned management system.</td>
</tr>
<tr>
<td>Manages individual and class behaviors through a well-planned management system.</td>
<td></td>
</tr>
<tr>
<td>(a).2.d. The Learning Environment</td>
<td>Candidate in the management plan demonstrates a thorough respect for</td>
</tr>
</tbody>
</table>
TESOL Standards Addressed

- **Domain 1:** Culture (Cross-Cultural Communications)
  - **Standard 1:** Culture as a Factor in ELLs’ Learning: Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.
    - **Indicator 1.1.e:** Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families

<table>
<thead>
<tr>
<th>ESOL Domain</th>
<th>ESOL Standard</th>
<th>ESOL Indicator</th>
</tr>
</thead>
</table>
| 1 Culture (Cross-Cultural Communications) | 1.1 Culture as a Factor in ELLs’ Learning: Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities | 1.1.e Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families Emmer, E. & Evertson, C. (2008), Classroom management for elementary teachers
Week 12 Reading Requirement
Chapter 8: Communication Skills for Teaching Managing Problem Behaviors
Week 13 Reading Requirement
Chapter 10: Managing Special Groups
Week 14 Video Requirement
“Working with Parents & Families”: reiterates the importance of parent involvement in an inclusive educational environment |
TESOL Standards Assessed

- **Domain 4**: Curriculum and Materials Development
  
  - **Standard 1**: Planning for Standards-Based Instruction of ELL’s: Teacher will know, understand an apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

  - **Indicator 4.1.b**: Create supportive, accepting, student-centered classroom environments

<table>
<thead>
<tr>
<th>ESOL Domain</th>
<th>ESOL Standard</th>
<th>ESOL Indicator</th>
<th>Title of Activity</th>
<th>Description</th>
<th>Instrument Used to Assess FEAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4.1</td>
<td>4.1.b</td>
<td>TaskStream Artifact:</td>
<td>Students will design an effective learning environment plan which includes two phases.</td>
<td>A scoring rubric will be utilized to assess FEAPs:</td>
</tr>
<tr>
<td>Curriculum and Materials Development</td>
<td></td>
<td></td>
<td>Phase I: Learning Environment</td>
<td></td>
<td>Level 3 * Free of grammatical errors * Phase I includes all required components * Narrative includes an introduction, at least one appropriate justification statement explaining why each environmental arrangement was made, and a conclusion</td>
</tr>
<tr>
<td></td>
<td>Planning for Standards-Based Instruction of ELL’s: Teacher will know, understand an apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs.</td>
<td></td>
<td></td>
<td>Level 2 * Some grammatical errors * Phase I is missing one or two of the required components * Phase I is missing justification for one or two environmental arrangements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 2 Reading Requirement Chapter 1: Organizing Your Classroom and Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 5 Video Requirement &quot;Classroom Arrangements&quot;: A real-life example of a non-traditional classroom arrangement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 9 Video Requirement &quot;Classroom Management&quot;: Discusses the importance of differentiated instruction in meeting and supporting the needs of diverse learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will design an effective learning environment plan which includes two phases.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phase I: requires a diagram with the physical layout of a classroom, including:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A minimum of 20 students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- of these students, 3 are English Speakers of Other Languages (ESOL), 3 are Learning Disabled (LD) and 3 display more than typical behavior problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The diagram must graphically display:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Seating arrangement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Labels for desks of each of the special needs students described above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The teacher’s desk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Small group teaching station</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Center areas (such as library, math, listening, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Computer station</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Classroom door(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Board(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Storage area(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A narrative explaining the learning environment will be included with the diagram, describing how the learning environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do not copy
EDF 3251 – Semester, YR

learners from diverse backgrounds using a standards-based ESOL curriculum was set up to maximize learning time in the classroom. The narrative will provide:
- An introductory paragraph describing the importance of effective classroom setup
- At least one reason why each environmental arrangement was made, justifying each based on course texts, video requirements and research
- A conclusion paragraph

 Level 1

"Large amount of grammatical errors
* Phase I is missing three or more of the required components
* Phase I is missing justification for three or more environmental arrangements

COURSE LEARNING OUTCOMES:

Through a variety of methods, students will:

- Use knowledge of how students learn (stages of reasoning, moral, cognitive and social concepts) to create a classroom management plan that is safe and fair and promotes equity in the instructional environment (INTASC 3.5, 5.3, 5.5)
- Use knowledge of how students differ in their learning to promote fairness yet maintain consistent behavior standards. (INTASC 5.1, 5.3, 5.5)
- Explain the relationship between good instructional planning and classroom management to support appropriate behavior (INTASC 5.5, 7.3)
- Explain how communication (verbal & non-verbal) can influence behavior, and value and promote many modes of communication. (INTASC 6.1, 6.3)
- Identify and plan the use of the basic elements of a organizing classrooms.(INTASC 3.5, 5.3, 5.5)
- Demonstrate the ability to organize a classroom environment and implement a variety of procedures to prevent classroom problems and use a range of various models of classroom management to encourage cooperation and purposeful learning. (INTASC 5.1, 5.3, 5.5)
- Believe ALL students can be motivated to learn regardless of ability, background, or attitudes (INTASC 5.3, 5.4, 6.3, 9.3)
- Believe parents have a vital role in the educational process and identify a variety of ways of involving parents in the growth and development of their child (INTASC 8.5, 8.6, 10.3)
- Believe significant changes can be made in student behavior (INTASC 5.1, 10.4)
- Believe in and explain the crucial role of teacher in creating a classroom structure and environment that promotes ALL students’ learning (INTASC 5.3, 5.5, 9.3)
Global Learning – Student Learning Outcomes

1. **Global Awareness** Student Learning Outcome Addressed:

   o Students will be able to demonstrate an understanding of the complex ways that world events and cultural bias mutually influence classroom environment, classroom management, and student-teacher-parent communication.

   **Activities:** Students will participate in activities, e.g. self-assessment, readings, and Cultural Perceptions activity that assist per-service teachers in becoming more aware of their own ethno-centrism. Students will then examine the ways that culture, home, school, local, national, international, and global events are interrelated and influence the daily interactions that occur across all classrooms between students, parents, and teachers. (See Cultural Bias Assignment description, which starts on page 14.)

   It is very important for people to know and understand the events that are happening locally, nationally and globally and how these events may affect your students and classroom environment. You will be required to complete a current event assignment. This assignment consists of reading an article pertaining to education in a newspaper, magazine, or listening to a television news broadcast and to analyze the article. The purposes of this assignment is to (1) increase your ability to research current events in education, diversity, and classroom management, (2) to increase your understanding of a particular area of education; and (3) to be able to critically evaluate news articles regarding education and how they may affect your students, parents, and your classroom environment. (See Current Event Assignment, page 21.)

2. **Global Perspective** Student Learning Outcome Addressed:

   o Students will be able to analyze diverse cultural elements in the home, school, local and international arena may affect the classroom environment, classroom management, and student-teacher-parent communication.

   **Activity:** Students will participate in activities, e.g. interview, readings, and case study that assist the student in becoming more aware of the multi-perspective influences in the classroom and in the community where they live and their families originate. Students will then examine the ways that culture, home, school, local, national, international, and global events are interrelated and influence the daily interactions that occur across all classrooms between students, parents, and teachers. (See Interview Assignment description, which starts on page 15.)
3. **Global Engagement** Student Learning Outcome Addressed:

- Students will be able to utilize culturally responsive practices required for classroom management.

**Activity:** Students will apply their knowledge of cultural diversity by developing a comprehensive Learning Environment Plan. To succeed in increasingly diverse classrooms, tomorrow’s special educators need explicit training and practice in working effectively with all families. This assignment will require the students with a practical framework for cultural reciprocity so that parents and teachers can respect each other’s differences and collaborate skillfully to benefit children and the classroom community. This plan requires the student to identify cultural and linguistic differences in the classroom, as well as the role of parent in in the classroom. Students must identify and apply appropriate instructional strategies and communication styles to communicate with student and parents. This plan must reflect the culture, home, school, local, national, international, and global events influence the daily interactions that occur across all classrooms between students, parents, and teachers. (See Learning Environment Plan description, which starts on page 11.)

**IV Required Textbook, Readings, and Other Instructional Materials**

**REQUIRED:**

*Classroom Management for Elementary Teachers*

Emmer, E. & Evertson, C.


ISBN: 0-205-61611-9

**RECOMMENDED TEXT:**

*The First Days of School: How to be an Effective Teacher*

Wong, H.K. & Wong, R.T.

ARTICLE REFERENCES (Provided in BlackBoard 9 Modules)
**Additional readings may be assigned based on content appropriate current events and research.


**V Course Requirements and Grading Standards (Subject to Change):** Faculty from the College of Education will engage students with readings, discussions, controversial/reflective debates, case studies, and current events. Students will be exposed to scenarios and activities that will assist students in

**Learning Environment Plan (TASKSTREAM ACTIVITY):** For this assignment, you are expected to design an effective learning environment plan. The plan must be typed (12 point-Times font) double-spaced. Clearly identify each section/subsection of the plan. The Plan must:
Phase I - Learning Environment

Physical Layout: A computer generated diagram with the physical layout of your classroom with a minimum of 20 students including:

- 3 students with limited English proficiency:
  - 1 student with limited English proficiency is of Cuban origin, Spanish being their primary language.
  - 1 student with limited English proficiency is of Haitian origin, Creole and French being their primary languages.
  - 1 student with limited English proficiency is of Brazilian origin, Portuguese being their primary language.

- 5 students who have been identified as part of the Exceptional Student Education (ESE) program:
  - 1 student has been identified as dyslexic. This student confuses letter names and sounds, demonstrates difficulty with blending sounds into words and exhibits a slow rate of reading while also struggling to remember what was read.
  - 1 student has been identified as having a visual processing disorder, struggling to interpret visual information.
  - 1 student has been identified as having Attention-Deficit/Hyperactivity Disorder (AD/HD), demonstrating issues with concentration and focus. This student is easily distracted, impulsive, can’t sit still, loses interest easily and tends to daydream.
  - 2 students have been identified as gifted, depicting high achievement capabilities and exceptional ability to reason and learn. These students tend to produce above average (above grade-level) work.

- 3 students with more than typical behavior problems
- 9 general education students

The computer generated diagram must graphically display the below noted items and must be individually labeled; do not use symbols or abbreviations as they relate to each physical structure:

A. Seating arrangements that promote a cooperative learning environment (please include an arrow to display the direction of seats)
B. Labels for desks of each of the students described above. Please include a legend if you choose to use acronyms as labels. This is the only location where acronyms will be accepted if a legend accompanies the layout.
C. The teacher’s desk: Keep in mind that teacher’s should spend minimal time at the teacher’s desk, using proximity to evaluate behavior and understanding—even when students are testing. Teachers should only be at the teacher’s desk when students are out of the classroom or when conferencing with a student.
D. Small group teaching station: Small group instruction is most readily associated with reading instruction. This is a teacher-directed area where 5-6
students are homogeneously grouped based on academic performance. Here, the teacher is able to meet individual student needs while differentiating instruction. While the teacher works with a small group, the remaining groups (homogeneous in nature as well) should be rotating centers where academic concepts are reinforced. All groups should have an opportunity to experience each center by the end of the week.

E. A minimum of three center areas (such as library center, math center, etc.) in addition to the small group teaching station and the computer station.

F. Computer station

G. Classroom door(s)

H. Board(s) and storage area(s)

**Please note that while classroom door(s), board(s) and storage area(s) are predetermined in most cases, student should specify their location as an indication that such predetermined structures affect classroom arrangement and must be considered.

- **Narrative Explaining the Learning Environment:** Along with the diagram, write a narrative description of how you will set up the learning environment to maximize learning time in the classroom. In the narrative provide:

  o An introductory paragraph describing the importance of effective classroom setup
  
  o At least one reason why you are making each environmental arrangement listed above (arrangements A-H). Each of the noted items (A-H) must be justified in paragraph form.

  ▪ Please make sure to include the justification of seating arrangements for each group of students as described above.

  ▪ One paragraph must justify the seating arrangement for students with limited English proficiency, speaking specifically to individual needs
  
  ▪ One paragraph must justify the seating arrangement for students identified as part of the ESE program, speaking directly to individual needs
  
  ▪ One paragraph must justify the seating arrangement for students with more than typical behavior problems.
  
  ▪ One paragraph must justify the seating arrangement for general education students

  ▪ Justifications should be solid and based on course text, video content and additional research

  o A concluding paragraph
Phase II-Communicating Expectations

Developing Rules and Procedures: Write a detailed plan for developing and using effective classroom rules and procedures.

The plan must include a detailed description of:

A. An introductory paragraph

B. Procedures for developing classroom rules:
   o Include specific recommendations for how to include students in the decision making process:
     ▪ This refers to the teacher guided process where students participate in creating rules themselves. Please avoid imposing predetermined rules on students. Instead, explain what your class would “look” and “sound” like when allowing students the opportunity to create classroom rules.
   o Clearly detail how the rule-creation process will address possible linguistic and/or cultural differences among students. More specifically, how will the teacher allow culturally/linguistically diverse students to participate in this process while ensuring an inclusive and welcoming environment?

C. A list of 4-6 positive classroom rules that may possibly be created by students

D. Parent-Teacher Conferences:
   o Describe the various purposes of parent-teacher conferences
   o Explain the process for requesting and conducting a conference. Here, please describe:
     ▪ How you will contact parents
     ▪ How you will determine a date/time for meeting
     ▪ How you will begin and end a conference
     ▪ What you will discuss during a conference
     ▪ Whether or not the student should/could be part of the conference
   o How will you accommodate the conference for the parent(s)/guardian(s) of students with limited English proficiency (specifically, those noted in phase I)?

E. Procedures for teaching rule following
   o While general procedures such as those implemented for bathroom or sharpener use are important, this section should focus on procedures the teacher will integrate with students in order to reinforce rules. Through such procedures, students should clearly understand rules and expectations.

F. Consequences:
o Reward system: This section should detail possible methods for rewarding students, groups and the class as a whole. Please consider both tangible rewards as well as intrinsic rewards.

o Possible punishments: Please explain a natural progression of possible punishments. Keep in mind that teachers are expected to manage classroom issues, using referrals as a last resort or when mandatory such as in bullying, vandalism or physical altercation cases.

G. A conclusion paragraph

**Cultural Bias Self-Assessment**
- You will first complete a self-assessment survey to measure your attitude toward cultural bias.
- Next, you will read the attached article titled “Towards a Conception of Culturally Responsive Classroom Management” and reflect on cultural bias and how this might affect the classroom environment, classroom management and student-teacher-parent communication.
- Please include both the initial self-assessment survey results and the post self-assessment survey results.
- Then, you will write a narrative that will:
  o Discuss your original survey results and your perception of them
  o Explain your thoughts on the article, specifically reflecting on cultural bias and how this might affect the classroom environment, classroom management and student-teacher-parent communication
  o Discuss your final survey results and your perception of them

**Interview**
- You will first read the attached article titled “Understanding Culture” and analyze diverse cultural elements that may affect the classroom environment, classroom management and student-teacher-parent communication
- After reading the article, you will interview a cultural group, other than your own, regarding the language, attitudes towards time, space/proximity issues, gender roles, autonomy and education.
  o Prior to the interview, please create a series of questions that will guide the interview
  o Document exact answers to each question
- Then, you will write a narrative that will:
  o Discuss how these cultural elements (language, attitudes toward time, space/proximity issues, gender roles, autonomy and education) might impact the classroom environment, classroom management, and student-teacher-parent communication.
Please include the series of questions presented at the interview as well as the exact answers.

## RUBRIC FOR SELF ASSESSMENT AND INTERVIEW

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not demonstrate knowledge of issues influencing the problem. Student accomplishes the following: presents incorrect or incomplete depiction of issues influencing the problem</td>
<td>Demonstrates incorrect or incomplete knowledge of issues influencing the problem. Student accomplishes the following: generally describes limited number of issues influencing the problem; implies or generally describes the interrelatedness of issues influencing the problem</td>
<td>Demonstrates, with generalizations, knowledge of issues influencing the problem. Student accomplishes the following: generally describes limited number of issues influencing the problem; implies or generally describes the interrelatedness of issues influencing the problem</td>
<td>Demonstrates, with generalizations, knowledge of issues influencing the problem. Student accomplishes the following: generally describes limited number of issues influencing the problem; implies or generally describes the interrelatedness of issues influencing the problem</td>
<td>Synthesizes and/or evaluates differing interpretations of the problem based on the interrelatedness of influencing issues. Student accomplishes previous and one or more of the following: presents more than one interpretation of the problem; bases evaluation of the problem(s) on the interrelatedness of influencing issues</td>
<td></td>
</tr>
<tr>
<td><strong>Global Perspective</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not recognize, or does not acknowledge the legitimacy of differences in perspectives pertaining to the problem. Student accomplishes the following: identifies one perspective and does not recognize other perspectives pertaining to the problem</td>
<td>Identifies a limited number of perspectives pertaining to the problem. Student accomplishes the following: identifies a limited number of perspectives pertaining to the problem; identifies only those perspectives explicitly stated in article</td>
<td>Identifies multiple perspectives pertaining to the problem however, does not analyze the influences on differing perspectives. Student accomplishes the following: identifies multiple perspectives pertaining to the problem; may identify perspectives not discussed explicitly in case</td>
<td>Assembles an analysis of multiple perspectives pertaining to the problem. Student accomplishes previous and one or more of the following: explains the influences on differing perspectives; compares and/or contrasts differing perspectives</td>
<td>Integrates multiple perspectives into a multifaceted interpretation of the problem and/or solution(s). Student accomplishes previous and one or more of the following: presents a synthesized discussion of multiple perspectives; offers possible solution(s) for the problem; evaluates the problem and/or solution(s)</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling and Mechanics</strong></td>
<td>Reflections are written using grammatically incorrect sentences and/or have several</td>
<td>Reflections are written using grammatically incorrect sentences and/or have some</td>
<td>Reflections have one or more grammatically incorrect sentences and/or two spelling errors</td>
<td>Reflections contain grammatically correct sentences without any spelling errors. Uses vocabulary and transitions accurately.</td>
<td>Reflections are thorough, error free, with appropriate vocabulary and</td>
</tr>
</tbody>
</table>
Three online exams (15 points each) will be given; the lowest grade will be dropped. You will have 100 minutes to complete 50 multiple choice and/or True and False questions pertaining to the textbook and video information. You are only allowed one attempt at each exam so do not enter the exams until you are ready to take them. Exam grades can be viewed after the due date and time which always falls on Sundays at 11:54 pm.

Important information regarding exams:

- Exams have time limits; all questions must be answered and submitted before the time expires. When the time has run out, the exam is submitted automatically with whatever answers have been filled in so far and will automatically receive a grade of zero.
- Be aware of the availability window on exams.
  - For example: if your exam is available from 7am - 7pm and you have 1 hour to complete the exam, you would need to start your quiz/exam at 6pm in order for you to have the full hour. If you start at 6:20 then you will only have 40 minutes to complete the exam.

Quizzes

Three online quizzes will be given; the lowest grade will be dropped. You will have 30 minutes to complete 20 multiple choice and/or True and False questions that are based on textbook and video information. You are only allowed one attempt at each quiz so do not enter the quizzes until you are ready to take them. You will see your grade after the due date and time which always falls on Sundays at 11:54 pm.

Important information regarding quizzes:

- Quizzes have time limits; all questions must be answered and submitted before the time expires. When the time has run out, the quiz is submitted automatically with whatever answers have been filled in so far and will automatically receive a grade of zero.
- Quizzes will not open until Friday of the assigned week and will be available until Sunday, 11:54 pm.
- Be aware of the availability window on quizzes/exams.
For example: If your quiz closes at 11:54 pm and you have 30 minutes to complete the quiz; you would need to start your quiz at 11:25 pm in order for you to have the 30 minutes. If you start at 11:40 pm, then you will only have 15 minutes to complete your quiz.

**Discussions**

Keep in mind that forum discussions are public, and care should be taken when determining what to post. If you need to send a private message to an instructor or student, please use email.

Please note that your initial discussion responses should be brief (150-300 words), it should also be written with accepted conventions of standard American English. In other words, capitalize, punctuate and check spelling! Your follow-up discussion, or responses to your peers, may take on a more relaxed and conversational tone, but the initial response should reflect appropriate scholarship.

You must post an initial response to the posted question and respond to a minimum of two peer responses.

Discussion posts are due on their designated week on Sunday at 11:59 pm. **LATE POSTS WILL NOT BE GRADED.** The system literally disables grading for late posting.

### Discussion Board Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and Initiative</td>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td>Responds to most postings within a 24 hour period; requires occasional prompting to post</td>
<td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
</tr>
<tr>
<td>Delivery of Post</td>
<td>Utilizes poor spelling and grammar in most posts; posts appear “hasty”</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Few grammatical or spelling errors are noted in posts</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
</tr>
<tr>
<td>Relevance of Post</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic</td>
</tr>
<tr>
<td>Expression within the post</td>
<td>Does not express opinions or ideas clearly; no connection to topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Opinions and ideas are stately clearly with occasional lack of connection to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Contribution to the Learning Community</td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
<tr>
<td>Quantity of Postings</td>
<td>Does not reply to any peer postings</td>
<td>Responds to 1 peer posting days after initial discussion; limited initiative</td>
<td>Responds to 1 or 2 peer postings within a 24 hour period; requires occasional prompting to post</td>
<td>Responds to 2 or more peer postings in a timely manner</td>
</tr>
</tbody>
</table>

### Journals

Journals are private, and are only visible to the instructor. All journal entries are required and must be submitted on their designated week on Sunday at 11:59 pm. **LATE JOURNALS WILL NOT BE GRADED. The system literally disables grading** for late posting. Please respond to the journal directly through BlackBoard. Do not attach a document for grading.

Please note that your journal responses should be written with accepted conventions of standard American English. In other words, capitalize, punctuate and check spelling! Reflections should answer the posed question in depth, providing details and various examples from course content and other resources when applicable.

| Journal Grading Rubric |
|------------------------|-----------------------------|-----------------------------|---------------------------------------------------------------|
| Category               | 1                           | 2                           | 3                                                          |
| Demonstrates content knowledge, understanding and application gained from reading and videos | Reflections do not show evidence of understanding course content knowledge or application of content within course framework | Reflections show very little evidence of understanding course content knowledge or application of content within course framework | Reflections demonstrate understanding of course content knowledge and application of content within course framework using prior knowledge and 1-2 examples from course content when applicable. Reflections include |
|                        | 4                           | Reflections demonstrate understanding of course content knowledge and application of content within course framework using prior knowledge and 3 or more examples from course content when applicable. Reflections include |
Videos and Internet Activity

Videos are required as part of weekly assignments and can be accessed online under the corresponding week. Information presented in assigned videos directly relates to the current topic/chapter and are meant to supplement textual content. Furthermore, video information may be considered during quiz and exam creation.

1. Go to the following website:
2. Click on the green button, titled Resources
3. In the first column, select DIVERSITY
4. In the second column, select Modules
5. Click on the link Cultural and Linguistic Differences: What Teachers Should Know.
6. Click on the icon for Challenge. Watch the video.
7. After completing the video, click on the icon to the right titled Thoughts. Respond to the questions.
8. After you have jotted down your thoughts, click on the icon, Perspectives and Resources.
9. Read all content, view all media content, and take notes as you navigate through the module. When you have finished the entire Thoughts and Perspectives section of the modules, click on the icon to the right titled Assessment.
10. Respond to all questions in the Assessment section, using the guidelines presented in your syllabus. All answers must be in complete sentences.
11. When you are finished with the Assessment icon, click on the icon titled Wrap Up. Watch media content, read information, and reflect on your thoughts that you wrote down in Step #7.
12. Due: A completed response to the modules
   a. Your responses to the icon Thoughts for each of the modules. (Step #7)
Current Events Assignment

It is very important for people to know and understand the events that are happening locally, nationally and globally and how these events may affect your students and classroom environment. You will be required to complete a current event assignment. This assignment consists of reading an article pertaining to education in a newspaper, magazine, or listening to a television news broadcast and to analyze the article. The purposes of this assignment is to (1) increase your ability to research current events in education, diversity, and classroom management, (2) to increase your understanding of a particular area of education; and (3) to be able to critically evaluate news articles regarding education and how they may affect your students, parents, and your classroom environment.

You are to include the following criteria in your assignment:

1. Article title – 1 pt.
   a. What is the title of the article? Exact wording

2. Article source – 2 pts.
   a. Using the APA style of citation, where did you get the article?
   b. Cut out, photocopy or print the article and attach it with YOUR written thoughts.
   c. If you are using an internet or television broadcast there will not be an attachment.

   a. Briefly and in your own words, summarize the content of the article.
   b. Three (3) sentence minimum.

4. Reaction – 5 pts.
   a. Take a position on the issue contained in the article.
   b. How do you feel about this event?
   c. How does this event affect you?
d. Three (3) sentence minimum.

   a. How does this event impact education and classroom management?
   b. Five (5) sentence minimum.

Write your paper in paragraph form using good sentence structure with proper spelling, grammar and punctuation. Educators, as much as possible, write the paper in your own words. If you need to use a short quote, cite properly. The paper should be one page in length, double-spaced, one inch margins and 12-inch point font. If you do not include the article, the assignment is worth half credit.

This is not a critique of whether the article is good or bad. This assignment is a reasoned opinion of the issue presented and to get you to explore your attitudes/thoughts/beliefs on the various topics in the current world of Education. Your opinion should be thought out using the present information and your personal views. (Critical thinking)

<table>
<thead>
<tr>
<th>UNDERGRADUATE COURSE REQUIREMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Plagiarism Tutorial</td>
<td>5</td>
</tr>
<tr>
<td>Three online exams (15 points each) will be given but <em>the lowest score will be dropped</em></td>
<td>30</td>
</tr>
<tr>
<td>Participation: Circle Map, Discussions, journals, Videos (13 activities - 5 points each)</td>
<td>65</td>
</tr>
<tr>
<td>Iris Module: Cultural and Linguistic Differences: What Teachers Should Know</td>
<td>10</td>
</tr>
<tr>
<td>Current Events (20 points each - 3 submissions)</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes (5 points each) will be given but the <em>lowest score will be dropped</em></td>
<td>10</td>
</tr>
<tr>
<td>Cultural bias self-assessment</td>
<td>15</td>
</tr>
<tr>
<td>Interview</td>
<td>15</td>
</tr>
<tr>
<td>Learning Environment Plan *TaskStream assignment</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Range</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
</tbody>
</table>

**WORK SUBMISSION POLICY:**

- No make-ups will be permitted except in extenuating circumstances, with proper documentation.
- Assignments are due on the date specified in the syllabus. EACH calendar day it is late, there will be 5 points deducted, including the day it was due.
- LATE journals, discussions, blogs, and wikis will not be graded.
- Assignments e-mailed or messaged through BlackBoard directly to your professor will NOT BE GRADED. All assignments, journals, discussions, blogs, and wikis must be submitted in the designated area within BlackBoard (i.e.: dropbox or module)
- If you do not complete exams and/or quizzes in the allotted timeframe, there will be no make up opportunities. However, the lowest exam and/or quiz grade will be dropped.
  - Exceptions to this policy will only be granted with VALID WRITTEN DOCUMENTATION (e.g. doctor, police report, etc.)

All papers must be typed, double-spaced with 1-inch margins (top, bottom, left, right). Each paper must have the course number, and your first and last name on the top left hand corner of each page as a header. 5 points will be automatically deducted from papers that do not follow this format.

**TECHNOLOGY RELATED ISSUES**

You are responsible for making sure that your hardware/server is compatible with BlackBoard 9. Please review the following links to ensure that your technology meets the requirements of the course:

http://online.fiu.edu/futurestudents/whatsrequired


In the event that you experience technical problems that are out of your control, then you MUST contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered
the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

**ALL technical issues are to be referred to the online help desk; not your professor.** Link provided: (http://online.fiu.edu/supportservices) DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted.

**ONLINE POLICIES AND PROCEDURES**

As a university, we care about and enforce the policies and procedures as they are important to the quality of the education we are providing to you. Details on FIU policies can be found at:

http://online.fiu.edu/currentstudents

<table>
<thead>
<tr>
<th>COURSE CALENDAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE</strong></td>
</tr>
</tbody>
</table>
| Week 1           | • Introduction | • Explore BlackBoard  
|                  |            | • Become familiar with the course syllabus  
|                  |            | • View Instructor’s introductory & Circle Map videos  
|                  |            | • Syllabus Quiz  
|                  |            | • Circle Map Introductions  
|                  |            | • Discussion Board – How can we use Circle maps to connect with other students in the class? What is the practical application of this activity in a classroom with diverse learners.  
|                  |            | • Plagiarism Tutorial (see instructions below, under academic integrity)  
|                  |            | **Results due in BlackBoard dropbox** |

Do not copy
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Additional Activities</th>
</tr>
</thead>
</table>
| 2    | Organizing Your Classroom and Supplies | Emmer & Evertson Ch. 1 | Discussion (KWL) 
Current Event #1 |
| 3    | Establishing Classroom Rules & Procedures | Emmer & Evertson Ch. 2 | Journal (Phase I) |
| 4    | Procedures for Managing Student Work | Emmer & Evertson Ch. 3 | Discussion (Comic Life) 
Journal – Cultural Perceptions Activity |
| 5    | Classroom Arrangements 
Teaching Rules & Procedures 
Communicating Assignments | View Videos | Journal (Phase II) 
Quiz #1 (Ch 1-3) |
| 6    | Getting Off to a Good Start | Emmer & Evertson Ch. 4 | View Video 
Journal (MDCPS Demographics of Student/Teachers compared with other counties in Florida) |
| 7    | EXAM 1: Online (Ch. 1-4 & Videos) | | |
| 8    | Planning & Conducting Instruction | Emmer & Evertson Ch. 5 | TaskStream Assignment 
Discussion (Ms. Toliver) |
| 9    | Managing Cooperative Learning Groups | Emmer & Evertson Ch. 6 | Quiz #2 (Ch 4-6) 
Cultural bias self-assessment |
| 10   | Maintaining Appropriate Student Behavior | Emmer & Evertson Ch. 7 | Interview |
| 11   | EXAM 2: Online (Ch. 5-7 & Videos) | | |
Week 12
- Communication Skills for Teaching
- Managing Problem Behaviors

Emmer & Evertson Ch. 8
Emmer & Evertson Ch. 9

Discussion (Comic Life)
Current Event #3

Week 13
- Managing Special Groups

Emmer & Evertson Ch. 10

Discussion
Quiz #3 (Ch 7-10)

Week 14
- Working with Parents & Families
- Conflict Resolution

View Videos

Journal (Involving Parents)
IRIS Center Module

Week 15
- EXAM 3: Online (Ch 8-10 & Videos)

Group Discussion: KWL

ACADEMIC INTEGRITY STATEMENT:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can be as severe as dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University’s Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student’s grade on that work and in that course and shall report incidents to the Primary Administrative Officer.

http://www2.fiu.edu/~jms/standards_of_conduct.htm

Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.
All submitted assignments will automatically be reviewed by Turnitin, a plagiarism detection service. An originality report will be automatically generated for your instructor’s review. Additional information about plagiarism and Turnitin, can be found at this site: http://online.fiu.edu/faculty/resources/plagiarism

All of the following are considered plagiarism:

- Turning in someone else’s work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

**PLAGIARISM TUTORIAL**

Complete the online Plagiarism Tutorial:

- Go to: http://coeweb.fiu.edu/plagiarism
- Follow the directions
- Complete the quiz
- Score at least 80%
- Print a copy of test results (score report)
- Write your name, Panther ID, and date on the score report
- Submit the report via BlackBoard in Module 1 Dropbox

**Disability Resource Center** (http://drc.fiu.edu/)
The Disability Resource Center’s mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

**Policy for Assigning an Incomplete “I” Grade**

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious and documented interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.
In such cases where the course instructor determines that it is appropriate to award a student a grade of “I” (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of “I”.
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

FIELD EXPERIENCE REQUIREMENT
No field hours are required for this course.

ACADEMIC CALENDAR
Please view the following website for important term deadlines: http://calendar.fiu.edu/events/index/calendar.academic/
APPENDIX

CLASS DISCUSSION
DIVERSITY: CULTURAL PERCEPTIONS
ESTIMATED TIME: 50 MINUTES

Learning Objective
To enhance cultural sensitivity and increase awareness of how individuals and their culture can be misunderstood.

Overview
Teachers can be better equipped to support culturally and linguistically diverse students with disabilities and their families if they have a good understanding of how culture affects the perceptions of others. This activity will show how easy it is to have negative perceptions of customs that seem foreign.

Activity
Read the below scenario and discuss the questions in class.

In a 1956 edition of American Anthropologist, an article by Horace Miner, “Body Ritual among the Nacirema”, describes the “magical beliefs and practices” of a tribe supposedly observed by Miner in great detail and expresses concern about several of the group’s slightly masochistic tendencies. Some of the Nacirema customs include scraping and lacerating the face or legs with a sharp instrument, piercing the skin with sharp instruments and then taking great care to keep those holes from closing again, painting of the body, and inserting and ritualistically moving a bundle of hog hairs in the mouth several times a day. The people of this tribe seek the assistance of medicine men many times during the course of a year to treat physical ailments, release them from the power of devils that have lodged in their heads, and gouge holes in their teeth. (This last is done in the hopes of avoiding oral decay and offending one’s friends). The Nacirema gather in large numbers to watch clans within the tribe enact small battles, often with many physical injuries, and to observe individual tribal members fight to unconsciousness.

• Where do you think the Nacirema live?

• List at least ten adjectives to describe this tribe’s customs. How many were positive? Negative?
• If you were a teacher, how would you deal with Nacirema children in your classroom who insisted on maintaining their tribal customs?

• What does Nacirema spell backward?

• Describe everyday events such as shaving, ear piercing, and brushing teeth so that they do not sound like “primitive” customs.

http://iris.peabody.vanderbilt.edu

The contents of this case study were developed under a grant from the U.S. Department of Education, #H325F060003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Shedad Hajghassemali.

Attached PDF file – Self Assessment checklist for Cultural Diversity