

**EDC 6002: Creating Classroom Culture Through Successful Management  
Common Syllabus**

**Course Description:** Effective classroom management stems from the development of classroom culture and relationships. This course addresses a practical skill set that is often overlooked in Teacher Preparation Programs, including KCC’s Education Program. Students enrolled in this course will emerge with the knowledge base and concrete set of materials needed to foster safe, culturally-responsive, and productive learning environments for young children.

<b>Course Learning Outcomes</b>
1. Students will analyze and evaluate research-based models of effective classroom organization of the physical and learning environments, critiquing their effectiveness.
2. Students will demonstrate sensitivity to the cultural diversity in classrooms by designing a caring classroom environment that fosters academic achievement, reflects respect for all, and honors the diverse backgrounds of children and their families.
3. Students will create a developmentally-appropriate Classroom Management Plan for establishing an organized and nurturing classroom learning community during the first weeks of school.
4. Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully and respectfully in class discussions (small and large group formats).

<b>Course Learning Outcome</b>	<b>Measurement of Learning Outcome (Artifact/Assignment/Activity)</b>
1. Students will analyze and evaluate research-based models of effective classroom organization of the physical and learning environments, critiquing their effectiveness.	<ul style="list-style-type: none"> <li>-Design a classroom layout that is conducive to fostering the children’s cognitive, psychological, and social development</li> <li>-Create Reading Responses to article/blog reviews</li> <li>-Field Reflection</li> <li>-Formulate working list of key indicators of an effective environment based on Examination of edTPA Learning Environment rubrics and Danielson <i>Framework for Teaching</i> rubrics in The Classroom Environment</li> <li>-In-class discussions that reference readings and resources</li> </ul>
2. Students will demonstrate sensitivity to the cultural diversity in classrooms by designing a caring classroom environment that fosters academic achievement, reflects respect for all, and honors the diverse backgrounds of children and their families.	<ul style="list-style-type: none"> <li>-Awareness of cultural diversity evidenced in Classroom Management Plan</li> <li>-Materials Proposal</li> <li>- In-class discussions that reference readings and resources</li> </ul>

<p>3. Students will create a developmentally-appropriate Classroom Management Plan for establishing an organized and nurturing classroom learning community during the first weeks of school.</p>	<ul style="list-style-type: none"> <li>-Create a Classroom Management Plan consisting of an action plan for maximizing instructional time and fostering respectful interactions by establishing positive expectations, routines, procedures, transitions</li> <li>-Weekly readings</li> <li>-In-class discussions that reference readings and resources</li> </ul>	
<p>4. Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully and respectfully in class discussions (small and large group formats).</p>	<ul style="list-style-type: none"> <li>-Presentations of Classroom layout and Classroom Management Plan</li> <li>-Small group work</li> <li>-In-class discussions that reference readings and resources</li> </ul>	
<b>Assignment</b>		<b>Percentage of Grade</b>
Classroom layout (group)	15%	
Field Reflection (individual)	10%	
Reading Responses (individual)	15%	
Materials proposal (group)	10%	
Classroom Management Plan (group & individual)	30%	
Participation and Preparedness (individual)	20%	

## Readings

Bricker, M. L., & Jones, S. A. (2020). Informed and equipped: 7 ways to build your trauma-responsive

classroom. *New Teacher Advocate*, 2–3.

Fisher, D., & Frey, N. (2020). No instructional minute wasted: To avoid wasting learning time, the best teachers do three things differently. *Educational Leadership*, 77(9), 56–60.

Gruenert, S. (2008). School culture, school climate: They are not the same thing. *Principal*, 87(4), 56–59. Hill, K. (2020). Honoring all their languages. *Educational Leadership*, 78(3), 66–72.

Jones, S. M., Bailey, R., Brion-Meisels, G., & Partee, A. (2016). Choosing to be positive. *Educational Leadership*, 74(1), 63–68

Laverick, V. (2020). 7 tips for surviving your first year of teaching when you don't know what it will look like. *New Teacher Advocate*, 28(1), 2–3.

Simmons, C. (2019). THE REAL DEAL ON Classroom management FOR NEW TEACHERS. *Educational Leadership*, 77(1), 42–48.

Readings via websites/blogs <https://www.edutopia.org/article/8-proactive-classroom-management-tips>

[https://www.kdp.org/blogs/community-manager/2022/01/13/school-climate-and-culture-the-importance-of-pos  
it](https://www.kdp.org/blogs/community-manager/2022/01/13/school-climate-and-culture-the-importance-of-pos-it)

<https://blog.schoolspecialty.com/creating-a-caring-community-of-learners-to-support-social-and-emotional-learning/> <https://blog.schoolspecialty.com/creating-an-effective-early-childhood-classroom-layout/>  
<https://blog.schoolspecialty.com/six-tips-for-creating-effective-early-learning-classrooms/>  
<https://blog.schoolspecialty.com/how-classroom-design-can-support-or-hinder-student-collaboration/>  
<https://blog.schoolspecialty.com/does-your-classroom-design-support-or-suppress-student-engagement/>  
<https://sharemylesson.com/blog/just-right-classroom-rules-can-create-positive-learning-environment>

Required

Materials

3-ring  
binder

Recommended

Materials

Markers,  
pens/pencils

**Supplemental Materials:**

edTPA Handbook resources for Rubric 6: The Learning Environment <https://edtpa.org>

Lives in the Balance <https://livesinthebalance.org>

Effective Environments in Pre-K through 3<sup>rd</sup> Grade: Building a Strong Foundation for the New York State Learning Standards

[http://www.nysecac.org/application/files/2815/8223/2332/DAP3\\_environmentSixPage112719Web.pdf](http://www.nysecac.org/application/files/2815/8223/2332/DAP3_environmentSixPage112719Web.pdf)

Creating a Positive Climate to Support Social and Emotional Learning in Prekindergarten through 3<sup>rd</sup> Grade: Supporting a Strong Foundation for the New York State Learning Standards

[http://www.nysecac.org/application/files/7015/8223/2331/DAP7b\\_behaviorTwelvePage112719Web.pdf](http://www.nysecac.org/application/files/7015/8223/2331/DAP7b_behaviorTwelvePage112719Web.pdf)

Danielson, Charlotte: The Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition

<https://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric-2013-instructionally-focused.pdf>

Citywide Behavioral Expectations to Support Student Learning Grades K–5 [NYC DOE Student Bill of Rights and Discipline Code]

<https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-kindergarten-grade-5-english>

**EDC 4200: Creating Classroom Culture Through Successful Management  
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<b>Week</b>	<b>Topic</b>	<b>Readings/Supplemental Resources</b>	<b>Assignments</b>
Module 1 Weeks 1-3	The Well-Managed Classroom— Elements of a Positive and Welcoming Climate and Culture	Gruenert, Harrison, Hill KDP blog	Reading Response
		Danielson, edTPA, nysecac	Working list of key indicators
Module 2 Weeks 4-6	The Classroom Layout	School Specialty blogs	Blog reviews  Classroom layout  Materials Proposal
	Classroom Procedures and Building Consistency in the Classroom	Bricker, Fisher & Frey, Laverick, Simmons Edutopia blog	Reading Response  Classroom Management Plan
Module 3 Weeks 7-9	Classroom Procedures and Building Consistency in the Classroom	Wong & Wong  Classroom “Field” Observation	Classroom Management Plan  Field Reflection
	The Behavior Management Plan	Jones et al., Lives in the Balance  Share My Lesson blog  NYC DOE Citywide Behavioral Expectations to Support Student Learning Grades K–5 [Student Bill of Rights and Discipline Code]	Reading Response  Behavior Management Plan section of Classroom Management Plan
Module 4 Weeks 10-12	Day 1: Before, During and After	Wong & Wong	First Day section of the Classroom Management Plan (preparing for the 1 <sup>st</sup> day, script, procedures)

	Communicating the Class Management Plan at the Job Interview		Presentation of Classroom Management Plans [binders]
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**Sample Assignments:**

1. Classroom Management Plan  
The plan will draw upon students’ knowledge of child development and best practices. It will include sections on Class Procedures, First Day Activities, First Day of School Script, List of 10 Things to Remember Every Day, Welcome Back Letters to Students/Families, and Classroom Behavior Management Plan for Student Success.
  
2. Reading Responses  
Responses to readings will consist of an organized and thoughtful reaction to what was read. They will include a summary of the main points and key terms or concepts from the readings as well as any connections, questions, or meaning that were prompted by what was read.
  
3. Field Reflections  
After viewing a video of classroom instruction, students will compose a written reflection identifying classroom management procedures/strategies evident in the classroom. They will also reflect upon what impact the integration of those procedures/strategies had on the quality of instruction the students received and offer suggestions of ways they would include or expand upon what they observed in their own classrooms.

1. Selected Bibliography and Source Materials:

Wong, H.K. & Wong, R.T. (2018) *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.