Instructors:  Dr. Martha M. Day, Assistant Professor       Ms. Kathryn Volz, Teaching Assistant
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Office Hours:  By appointment only (All the time really!)

Meeting Times/Location:  See the attached schedule/125C

Catalog Course Description:  Management for Positive Learning Environments (3 hrs). The primary purpose of this course is to explore teacher-student interactions and their role in the management of instruction, time, space, materials, and supplies. Teacher residents will develop an understanding of best practices in classroom management to provide efficient and safe learning environments. Moreover, teacher residents will learn how to make learning equitable and effective for all students, regardless of cultural or language differences, home backgrounds, academic abilities, and/or special needs. Primary resources for this course will focus on culturally responsive classroom management, building community in classrooms, constructive communication with students, parents, administrators, and colleagues; and routines and rituals that support efficient and effective instruction, as developed in the JCPS Classroom Instructional Framework. Teacher residents will learn innovative uses of technology, coupled with curriculum, to build positive learning environments and support effective teaching and learning. More specifically, teacher residents will be given instruction, feedback, and resources to prepare for highly successful first days of school. They will peer teach typical school situations where they will be expected to manage effectively with helpful feedback from peers and instructors. The focus of SMED 520 instruction will include: (1) teaching students from diverse cultures and backgrounds; (2) culturally responsive classroom management; (3) structures and processes to establish positive learning environments; (4) building a community of learners through collaboration with colleagues, administrators, and community patrons; (5) modifications in teaching to meet diverse needs of students, such as English language learners, students with disabilities, and students who are gifted in science and/or mathematics; (6) ensuring safety in science laboratories and regular classrooms; and (7) JCPS’ Classroom Instructional Framework.
Prerequisites: Admission to GSKyTeach. Successful completion of SMED 510. Earned undergraduate degree in Physics, Chemistry or Mathematics. Admission to teacher education.


Course Objectives:
From the Kentucky Teacher Standards
Standard 1: The teacher demonstrates applied content knowledge.
Standard 2: The teacher designs and plans instruction.
Standard 3: The teacher creates and maintains learning climate.
Standard 4: The teacher implements and manages instruction.
Standard 5: The teacher assesses and communicates learning results.
Standard 6: The teacher demonstrates the implementation of technology.
Standard 7: The teacher reflects and evaluates teaching and learning.
Standard 8: The teacher collaborates with colleagues, parents and others.
Standard 9: The teacher evaluates teaching and implements professional development.
Standard 10: The teacher provides leadership within the school/community/profession.

Course Grading: All assignments, activities, and tests are assigned a point value. Your grade will be determined by the percentage of possible points earned using the scale below.

A = 93% - 100%  B = 85% - 92%  C = 77% - 84%  D = 70% - 76%  F = Below 70%

A grade of incomplete will be given to any student who has not completed all coursework for SMED 520, including any Critical Performances to be submitted. Students cannot student teach with an incomplete grade in a teacher education course.

Instructional Methods: These will include, but not be limited to lecture, discussion, group and individual activities and projects, peer teaching presentations, simulations, readings, field experiences, and other methods as determined by the instructor.

Work Format: APA Format

Late Work: Late assignments are not accepted

Attendance and Participation Policy: Class participation is required and expected.

Cheating and Academic Dishonesty: Cheating and academic dishonesty are unacceptable. If detected, any student work involved will be assigned a grade of “0” which can result in failing the course. Student work may be checked using plagiarism detection software. Any use of a cell phone or other electronic device during tests and quizzes without the prior permission of the instructor will be considered cheating.
Plagiarism: Plagiarism is representing work taken from another source or student as your own. Plagiarized work will be assigned a grade of “0” which can result in failing the course.

Grades: Candidates for graduate degrees are required to maintain a combined average grade of B (3.0 grade point average) in all course work. Grades lower than that of C may not be used in meeting degree or non-degree requirements. Graduate students must maintain a 3.0 GPA for both degree program requirements (degree GPA) and in their overall graduate course work (overall graduate GPA). Students who fail to meet the 3.0 GPA requirements in both areas will not be awarded a degree.

Special Needs Accommodation: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.