



Opening Announcement - "Preparation + Perspiration = Success"



Welcome - You should feel good about being here.

I want you to feel welcome to the course. I encourage you to get excited about working through some basics of setting up your future classroom to understand and appreciate all the students and what we can do to organize the classroom so much that our decisions and actions will increase student learning!

If you remember only one thing from this class, let it be THIS...As you decide on your classroom management actions, ask yourself,

"Will my management decisions or actions increase student learning?"

I know some of you have yet to experience teaching or working with students, and many of you already have or do. Where you are in that spectrum might influence your ability to see the concrete classroom management actions you can dream up or take to support learners, but not to worry. At this stage, and as you learn, trust your intuition. You have lots of life experience. You need to marry some of that into academic and professional knowledge.

We will all get to our conclusions and decisions slightly differently, which is entirely okay. This class is designed so that you work on how you think about some of all of the possible ways to organize a classroom. Eventually, you will have to make that decision in your classroom. Science and academic knowledge can help us take a snapshot of time or understand things more deeply, and it is beneficial as guidance. Still, as practitioners, you will have to make the decisions, and you will have to act.

In this class, we will work through understanding ourselves and our students, consider the value structures that guide teaching and learning, dream up routines and procedures for the classroom, explore effective instruction, look at the ethical and professional situations you may face, knowing what kind of adjustments you might make when you find that some students are struggling with different outcomes, and how this comes together into your approach to teaching and classroom management.

End of the day, you're all just trying to use this knowledge to make minor adjustments or make small realizations about how you can create a more inclusive, supportive, diverse classroom so that we can INCREASE student learning. So, there is no significant, crazy academic explanation for what we're doing here. We are trying to learn and do things that increase learning.

Also, I know you guys are busy. I know you have many other things going on, and I appreciate that. I was a full-time student and full-time worker in undergraduate studies. So, I get it. For that reason, I want to make the expectations consistent and regular. This is a writing-intensive class and is ACCELERATED. There will be two assessments per chapter (one discussion and one assignment), per chapter. So, stay moving, busy, attentive, and paced.

It is essential to carve out some time. It should be a regular, consistent, routine time where you follow general procedures or navigations for working on the Laulima site or with the Google sites and submitting your work. It should be in the range of 10-15 hours per week.

Should anything come up, please reach out. Sometimes, a phone call is quick and easy. Your emails are good as they record the conversation. The text is fine. Whatever your medium for communication, you'll likely find that when you do so, it will make you feel better about whatever barrier, problem, or issue you're experiencing, and remember, I am fully behind you. I am fully behind your current or future role as a teacher and appreciate how valuable it is to our public schools here in Hawai'i or wherever you teach.

So, these are my words of encouragement.

These first days and weeks can be slightly disorienting. As you find your footing, and I trust you will, please contact me if you need to. I have taught nearly 3,000 students in my classrooms over the last 20 years. I have always given my best and feel confident in providing students with the opportunity for learning, achievement, and success. I expect that you will be successful, too.

Find Your Place in the Teacher Shortage - By now, you likely know that the State of Hawai'i has one of the highest teacher turnover rates in the nation. We routinely hire 1,000-1,500 new teachers yearly, many of whom come from the continent. Of the new hires, approximately 500 are in special education, and as many as 300+ are hired in the Leeward communities yearly! On top of this, we have a real need for elementary teachers, science teachers, English and English as a Second Language teachers, and any kind of teacher you might want to be!!!

You should know that even after all hiring is done, nearly 1,000 classrooms begin the school year without a certified teacher. Uncertified teacher numbers in Hawaii are twice the national average (4.9 percent vs. the national average of 2.6 percent) and much higher in Leeward Communities. The same communities have historically higher teacher turnover and many underrepresented or traditionally marginalized students. Generally speaking, those schools with the highest need for quality teachers also have the most significant teacher turnover.

Whatever your motivating factors, we can learn, make a difference, and seize opportunities. When you complete your degrees and get your teaching license, you almost have a guaranteed job in your community!

So, if that interests you, focus and take some sure-footed steps toward your goals. Finally, if your interest is not necessarily in Hawai'i, you can take your teaching credentials with you just about anywhere, on the US continent or globally!

Relevant to Your Future - In ED 285, we will focus on classroom management. Primarily, we will look at what you *can do* as a teacher or educator when leading the learning experiences and academic lives of 20-30 people ages 4-18 for approximately 187 days a year.

We always start by learning about ourselves, where we come from, what we think, and what is essential to our community and us. Our identities and understanding of ourselves are an important part of learning, and it is equally important when we consider our teaching. Knowing what motivates us as learners makes us better prepared to think about the most practical ways to encourage students to buy into a positive and productive learning environment. Actions that we can learn to take to create positive spaces include

the development of practical and systematic strategies to address a variety of standard classroom & organizational management considerations, including,

- The power of values & expectations;
- Classroom layout & resources;
- Roles, responsibilities, Authority;
- Procedures & routines;
- Student behaviors;
- Positive collaboration and communication;
- Motivation for learning;
- Learning in context;
- Varied learning styles;
- Engaging instructional delivery;
- Meaningful assessment & feedback;
- Curriculum and lesson planning;
- And professional and ethical decision-making

Learning Requires Doing & Doing Over Time - We know that you are likely beginning the life-long journey to develop an approach to organizing humans in a learning environment and deploy strategies and skills to help your classroom be a safe, productive, enjoyable, engaging, and memorable place of learning! We promise this class will be fun, and the exercises will help you learn the basic skills for developing a positive and productive classroom environment. We know that this class is not your final achievement in classroom management but is the beginning opportunity for you to grow as a fantastic educator for years to come!

Our experience has shown us that learning never stops. We are always looking for new strategies to support learning in our classrooms. You will be learning more about the learning process, your methods of education, and how to become better at learning to be a good learner. Once you nail being a good learner, the sky's the limit for what you want to know and do.

As experts in learning, we know it requires action. It also starts with motivation and enthusiasm. We encourage you to get excited about the ride and know you will be asked *to do* things. So, buckle up, keep your eyes open, ears perked, head down, and mind focused on learning to the best of your ability. We promise you will come away from this class has learned all kinds of things, even about yourself and beyond classroom management. Consider how your learning might apply to other personal, academic, and professional areas. This includes organization, planning, and the idea that you should become equally good at teaching and learning. If you are organized and serious about learning, teaching will be a natural result, and your teaching will be effective!

Things might not always be perfect, and learning requires some effort, but we know that in the end, you will have learned some skills and will possess some valuable knowledge. From the 1,500+ students who have taken this class over the past 14 years (many of whom are now HIDOE teachers), we have received quite a few positive responses about the learning in the Teacher Education Program at Leeward—and we're always eager to improve! So, don't hesitate to reach out if you need any support.



Be Prepared - This class is accelerated.

Please be prepared to commit time to this class. It is not "hard " but " consistent." It's a good amount of work, but it is not busy work. It will be like running a slightly downhill marathon, with a few short uphill sections. It is a condensed event that takes a reasonable amount of time but is undoubtedly doable. Success rates in the accelerated course are as high as or higher than in other courses I teach!

It should feel intense but not overwhelming. This course should not be an afterthought. Reach out at any time.

Be Organized - This class requires efficiency.

When considering a big commitment, becoming "EFFICIENT" with time and procedures can make all the difference. This is one of the essential skills of a manager. You are encouraged to begin a weekly routine for this course, which will consist of becoming familiar with schedules and due dates, concepts, and content, engaging in discussions that will be shared with your classmates, and completing an assignment where you can demonstrate a skill set for managing classrooms.

There are multiple chapters for each week. Remember, it is a 15-week course condensed down. A standard 15-week class takes about 45 hours of contact time/work. You should expect anywhere from 7 to 12 hours of work per week for this class and about 40+ hours total. So, you are already saving time, but not in the short term.

It is possible to finish things more quickly and in less time. As you become efficient and use all the tools, you can complete tasks quickly. This will depend on how in-depth or efficient you are; it may be slightly more or less. Your level of engagement and specific tasks may take you a little longer. The schedule is shared to ensure that you keep pace.

Be Independent - This class requires self-monitoring.

Create an opportunity for your success. Get comfortable with reading. Remember, you do not need to read everything; understanding and comprehension are essential. When you feel confident, you know what is happening and move forward.

In our teaching, we want our future students to be independent and take the time to navigate a learning process independently. Have you ever heard a classroom teacher ask students, "Ask three before me"? Ask three others and ask the teacher if you still don't know the answer. This is to build independence in our young learners.

Before you ask, please thoroughly read the syllabus, guides, and modules before you check in. Continue to explore; you may surprise yourself that you can answer your questions if you take the time to read the syllabus, the modules, and the rest of the Lamakū site.

Navigate Consistently and Regularly - This class requires you to schedule your time.

When navigating the course, please start with the weeks. This includes the home page, syllabus, schedule, and scoring guide. Ensure you navigate the course website, then check out the Modules page. Having a routine for approaching the course inevitably makes it "easier." Recognize that you will have your approach after the first couple of weeks.

Get organized. We want you to be successful, and we have set up the course to make it easy, but you will have to earn it.

Plan on 3+ hours PER CHAPTER (i.e. 1.2, 1.3) for this class. This may include as much as 10+ hours per week. There is ONE ASSIGNMENT AND ONE FORUM per chapter.

Course Routine - Routine = Increased Learning = Success.

After familiarizing yourself with the content for each module, the best place to start is with the discussion. Discussions are focused on identity formation and concept

development. I want you to think about yourself and some essential concepts related to the work. They are often a gateway into the week's assignment.

Assignments focus more on real things that guide your teaching in the classroom. This includes practical skill development, critical analysis, and field-based observations. These assessments are linked to the course outcomes, the learning characteristics, and the content of the modules. Generally, some rules for assignments include:

- All Assignments should be submitted in pdf. (whenever possible).
- Please submit in PDF (**required**) or link to any documents in .pdf through your google drive folder.
- You are encouraged to submit your work in various formats. You may create blogs, PPTs, YouTube videos, audio files, screen captures, websites, mind maps, pictures, and models when appropriate, but save them in Google Drive and submit them as PDFs or links to Google.
- Assignments are accepted only via Lamakū.
- I do not accept emailed assignments.
- Assignments via email or in an unacceptable file format will be returned for no credit, with an opportunity for resubmission.

Create a routine for yourself.

1. Be prepared to learn. Learning is about exploring or setting up opportunities. Your brain will do the rest!
2. Check and read your emails and the Overview and Announcements regularly for relevant information.
3. Please read the syllabus and scoring guide to understand your schedule and responsibilities (one discussion AND one assignment per week).
4. Check the modules and read introductions, concepts, content, assignments, and instructions.
5. Always read the text, if only for 5 minutes! Your text is highly relevant to course content and will help you grow.
6. Read the instructions and complete the weekly discussion.
7. Read the instructions and rubric and complete the weekly assignment in the Assignments tab.
8. Be sure to submit your work in Lamakū. We do not accept assignments via email, and only submissions in Lamakū will be graded.
9. Have fun and talk with others. Communicate with the instructor as issues arise.

Course Layout—In your best interest, develop a simple way to navigate your class. Then, stick to that and progress through the course similarly and routinely unless you find it's not working well, in which case, please change things up.

- *Chapters* - Weekly content with w/introductions, content, forums, assignments, reminders
- *Discussions* - Weekly forum questions with instructions. Response to classmates is required when prompted.
- *Assignments* - Weekly assignment instructions and Rubrics.
- *Gradebook* - Your grades, your responsibility. I generally grade on Monday of each week.
- *Announcements* - Regular communication of important information. You will receive weekly introductions and weekly assessment reminders.

Content Chapter Structure - Each chapter/module will follow a similar style format. The format will always look something as follows:

- Learning Objectives
- Provocation (stimulating question to get your brain going)
- Essential Questions
- Professional Vocabulary
- Introduction & Learning
- Summary & Links

Submission Format - All assignments should be in a .pdf file. Go to "save as," and you should have the option to save as .doc or .pdf.

Submission Location - **I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.** Please submit all the assignments through Lamakū.

Please review the rubrics, which should provide information about what we are looking for or expecting from you. We usually write rubrics linked to the actionable items in the assignment description. Therefore, you will know exactly what we are assessing you on or what you are responsible for doing. So, learn how to read rubrics and allow for a small amount of prep time. You can organize your work and even "grade yourself" before you turn it in. Finally, the feedback you receive from me on your performance will be directly related to the rubrics, and I will continue to refer you to them.

Use detail over length (when appropriate) - It's not always easy. Still, it's a good rule of thumb, especially in academia/college, to explain precisely what you mean when you say something. You want to try to get to the point. It will often be more straightforward and shorter. You want to do it with enough detail, though. Try not to be vague or general in your communication. There is no need to be long-winded (unless you want to express yourself); think and write to be accurate by providing supporting evidence or details and catchy phrases like, for example...

- *Vague and unclear (Example)* - I saw a movie with a friend at the theater yesterday afternoon. Or, I will donate money to charity.
- *Clear and concise*—Yesterday, around 2:00 p.m., I saw X-men: Days of Future Past at Ward Center with my cousin Angela. I want to donate \$2,000,000 to UNICEF so that they can continue the TAP clean water project.

General Reminders - Many of these things have already been communicated. I am repeating them for a reason.

As we begin this course, take some time to understand how things are structured before you go into the modules. Once you become familiar with how you operate in this class, much of the disorientation and confusion will disappear. You can channel your enthusiasm, energy, and efficiency toward work and learning. As you begin, please read the following. Remember, investing a little more time upfront with understanding and planning can go a long way in increasing learning and success.

- You must complete one assignment and one forum per chapter.
- All assignments should be in .pdf file format.
- We do not accept assignments via email. Please submit all the assignments through Lamakū.
- Get organized. This course requires some time, focused attention, discipline, and commitment. We want you to succeed, but you must earn it.
- Be efficient with your assignments.

Be Proactive - Communication is essential to your course success. I will send regular announcements on Mondays and Fridays. On Mondays, I will share the week's content and reasons for being engaged. On Fridays, I will communicate what you will be responsible for doing to demonstrate your learning (discussions and assignments). I have laid out a possible strategy for completing all requirements. They might be motivational messages or simple to-do lists. Either way, they encourage you to set aside time for learning. This little encouragement can increase my students' learning opportunities as a manager, so I choose to do it. I also know that routines will improve learning, so please start to get yourself into one!

Be Responsive - As you encounter challenges, please reach out anytime. Email is the best way to communicate with your instructor for non-immediate requests. These emails, barring acts of god, will almost assuredly be responded to within 24 hours; otherwise, if you need an immediate response, call or text me at 808-375-2490; sometimes, a quick call/text can answer your short questions. Otherwise, emails will almost assuredly be responded to within 24 hours. You will see notices for Zoom calls or 1-to-1 support sessions. None are required, so please feel free to come if you need support.

Be Authentic - Please note that I, and you know, if you are using AI to complete assessments. I have three points of advice on the matter. Here are some hints on how to cheat if you want to use AI:

- Don't NOT do the reading or the viewing. Your lack of use of details will come through.
- If you use AI, only use it to help you structure ideas for your responses or assessments. It would help if you were prepared to add details. Let me know when you use it.
- CHANGE THE LANGUAGE. Whether you know it or not, you have a specific language level corresponding to your educational level and characteristics specific to your location. It will change as you advance in higher education and expose yourself to new people. For example, "Rose uses his own life story to illustrate broader themes, emphasizing the importance of personal experiences in understanding educational challenges." It is not a response that many students construct.
- CHANGE THE FORMAT. Any Professor you have will recognize the format of an AI response. The least you can do is edit the formatting if you take AI ideas as your own.
- Be forthright about the use of AI. You could say, "I used AI to help me think about this assessment, and I have added my thoughts and details."

Technical Support & Software Requirements

- *Lamakū Student Guide* - This is a new LMS.
 - This is a helpful guide - <https://uhcc.hawaii.edu/lamaku.php>
 - [UH Lamakū Student Resources](#)
 - [UHCC Lamakū Student Tutorials](#)
- *Hardware* - Use a more recent desktop or laptop (2014 or later), either Windows or Mac.
- *Internet Access* - Access a reliable high-speed (Cable or DSL) Internet connection.
- *Browser Choice* - Please use Firefox or Google Chrome to browse LMS. Depending on your browser settings, files may automatically download to your Downloads

folder or open in a new window or tab. Install a recent version of [Firefox Browser](#) ([Firefox Accessibility Statement](#), [Privacy Policy](#)) if you haven't done so.

- *Tools for Downloads*—You must have [Adobe \(Acrobat\) Reader](#) ([Adobe Acrobat Reader Accessibility Statement](#), [Privacy Policy](#)) installed on your desktop or laptop. The download is free.
- [Loom](#)—Quickly start [recording your screen](#) and camera. It works on any device using Loom's desktop, mobile apps, or Chrome extension.
- [Zoom](#) - We may use this tech platform for individual meetings. You are not required to meet synchronously for this course.
- [UH ITS Computer Help Desk](#) - email <https://www.hawaii.edu/its/help-desk/> or call 956-8883 (or toll-free at 1-800- 558-2669 from the neighbor islands)

Welcome to this course and hopefully, some enjoyable learning about managing classrooms,

Michael