

EDUC 4312 Methods and Classroom Management in Secondary Schools
Sul Ross State University Rio Grande College – Eagle Pass
Fall 2014

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EDUC 4312, Room D111
Term: Fall 2014 (8/25 – 12/13)
Tuesday/Thursday 4:30 – 5:45 p.m.
Office Hours: T/TH 11:00 to 12:30
and 3:30 – 4:30 p.m.

Syllabus Disclaimer

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Required Texts

Burden, P. R., & Byrd, D. M. (2013). *Methods for effective teaching: Meeting the needs of all students* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 9780132893640

APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

Recommended Text

Hadley, N. J., & Eisenwine, M. J. (2013). *Interactive study guide for the texes: Pedagogy and professional responsibilities tests*. Boston, MA: Pearson. ISBN-13 978-0-205-50354-4

Course Description

A survey of instructional strategies, including classroom management, materials and technology of instruction, behavior management, teaching and learning styles, and adaptations for exceptional, multicultural, and specific needs students. Instruction focuses on the learner-centered classroom.

Instructional Objectives

As a result of course readings, activities, and assignments students will:

- demonstrate their knowledge of effective teaching strategies that promote an effective learning environment for all students.
- demonstrate their knowledge in the design of learning environments that foster collaboration, supportive interactions, and physical accessibility for all students.
- design the physical spaces of a classroom that promotes an orderly and safe learning environment for all students.
- demonstrate their knowledge in the planning of effective procedures and rules for managing student behavior and work habits in the classroom.
- demonstrate their knowledge on the use of technology to communicate information in various formats that foster student inquiry and learning.
- recognize the importance of establishing and maintaining cooperative relationships with all members of the learning community through a process of self-reflection.

Class Expectations

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Students will be expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format and evaluated using the following criteria:

Class Requirements

There are a total of 100 possible points for this course and they are as follows: **Points**

- | | |
|--------------------------------------------------------------------|----|
| 1. Class Attendance and Participation | 10 |
| 2. Classroom Observations, Course Portfolio, & Teaching Philosophy | 20 |
| 3. Classroom Management Design and Presentation | 20 |
| 4. Midterm Exam | 20 |
| 5. Final Exam | 20 |
| 6. Reflective Essay | 10 |

Course Grade	Points
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	below 60

Class Participation should be active and relevant to the topic of discussion. Students should be prepared for class discussions and activities by reading the assigned chapters and journal articles each week, asking insightful questions, remaining focused on the topic, being respectful of others' comments and ideas, and challenging others' ideas in a constructive and professional manner. To prepare for class discussions, be ready to share your ideas and knowledge gained as it relates to the following questions:

1. What are the most important ideas/concepts discussed in the assigned readings? What are the implications of these ideas/concepts in a classroom setting?
2. Discuss your own personal experience in regards to the ideas/concepts discussed in the readings.
3. Discuss any ideas/concepts that you have found to be interesting, new, surprising or perplexing. Explain your answer.

As a courtesy to classmates and instructor, students should respect: (a) discussion/sharing time among members of the group, (b) the privacy of their classmates and information related to schools must remain confidential. All electronic devices must be turned off.

Written Assignments: should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a 12 point Times New Roman font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition).

Attendance/Late Assignments

- (a) Each student is allowed one excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade. Two tardies (15 minutes or more), or leaving class early twice is equal to one absence.
- (b) All assignments are due at the **beginning of class**. **Late assignments will not be accepted.**

ASSIGNMENTS

Classroom Observations

Students will conduct 4 hours of **classroom observations** in your grade and subject area. You are responsible for meeting with the school principal and a mentor teacher to attain permission to conduct the observations. Students will adhere to all school regulations regarding campus visits. You must submit a form signed by both the mentor teacher and principal as proof of your classroom visits. Students will also submit a **two page paper** (excluding cover sheet and reference page) discussing the observed classroom arrangement and use research to evaluate its strengths and weaknesses. Include a cover sheet and reference page.

Grading Rubric

Form with required signatures, cover sheet, & reference page	1
Diagram of classroom arrangement	2
Research-based analysis of classroom arrangement	12
Total	15

Course Portfolio and Teaching Philosophy

1. Students will maintain and submit a **course portfolio** containing documents depicting their work in preparation for their specific teaching field. Portfolios should contain: (a) Course Cover sheet, (b) Course Syllabus, (c) Teaching Philosophy, (d) Classroom Observations Paper, (e) Classroom Management Design, (f) Copies of power point presentations, and (g) Reflective Essay.
2. Students will submit their personal teaching philosophy in a paper no longer than 1 page following APA format and free of grammatical errors.

Grading Rubric

Portfolio Organization (emphasizing personal creativity)	2
Teaching Philosophy	3
TOTAL	5

Classroom Management Design and Presentation

Students will design a classroom arrangement suited to their subject area and based on their knowledge attained from both their field experience and research. Students will write a **two** page paper, excluding cover page, reference page, and diagram of classroom setting, discussing the knowledge attained on classroom management that leads to an effective learning environment for all students. Scheduled date of presentation will be assigned by instructor. Presentation will be conducted via a power point presentation with handouts for every member of the class including the instructor. Students are encouraged to use creativity in the design.

Grading Rubric

Paper on a classroom management design based on: (a) field experience and (b) research. Students should include diagram, cover page, & reference page.	15
Presentation to class	5
TOTAL	20

Reflective Essay

After our discussions, readings and colleagues' presentations, you are invited, in this activity, to reflect on your learning during this class. You are required to write a **2 (or more)** double-space page paper that engages your critical thinking about the learning process during this class. Please post your final reflection on **Blackboard** before class on the due date indicated in the tentative schedule. A reflection draws from personal experience and how these personal experiences impact your professional goals. Please create your own title for the reflection. The reflection should include a cogent argument about:

- Your growth in **Methods and Classroom Management in Secondary Schools** (EDUC 4312).
- What you have learned from the readings, discussions, and activities in this class.
- What and how you **will apply** what was learned and discussed in the course.
- Re-visit your teaching philosophy. Has it remained the same or has it changed? Why or why not?

In 2 (or more) double-space pages, please include:

- An introductory paragraph that prepares the reader for the topic of your essay.
- Empirical examples. Your work will be evaluated based on key ideas, analysis of these ideas, your conclusions (if they are solid and agree with your argument), and written skills.
- A concluding paragraph that summarizes your argument and the focus of your essay.

Grading Rubric

Two complete pages (excluding title page and reference page) written following APA format	2
Argument construction including personal growth as a teacher candidate	8
TOTAL	10

Tentative Course Schedule

Week	Topic	Assignment
1 8/26 & 8/28	<i>Review Course Syllabus & Introductions</i> <ul style="list-style-type: none"> • Knowing your students 	8/26 -Brown (2006) 8/28-Teaching Philosophy Due
2 9/2 & 9/4	<i>A Learning Environment for All Students</i> <ul style="list-style-type: none"> • Discuss Classroom Observations • Teacher’s Role and Student Diversity 	Burden & Byrd (2013) - Chs. 1&2
3 9/9 & 9/11	<i>Planning for Instruction</i> <ul style="list-style-type: none"> • Curriculum Considerations & Student Needs 	Burden & Byrd (2013) - Ch. 3 9/11 -O’Brien, 2000
4 9/16 & 9/18	<i>Teacher-Centered Instructional Strategies</i>	Burden & Byrd-Ch. 4 & Ch. 5
5 9/23 & 9/25	<i>Student-Centered Instructional Strategies</i>	Burden & Byrd (2013) - Ch. 6 9/25 -Schumacher, P., & Kennedy, K. T. (2008)
6 9/30 & 10/2	<i>Inclusion in the Secondary Classrooms</i>	9/30 -Villa, R. A., Thousand, J. S., Nevin, A., & Liston, A. (2005) 10/2-Classroom Observations Paper Due
7 10/7 & 10/9	<i>Strategies for an Effective Learning Environment</i> <ul style="list-style-type: none"> • Student Understanding, Inquiry, & Engagement 	Burden & Byrd (2013) - Ch. 7 10/16 -Ratliff, et al. (2012)
8 10/14 &10/16		Midterm Exam – 10/16
9 10/21 & 10/23	<i>Managing Student Behavior</i>	Burden & Byrd (2013) - Ch. 8 10/23 - Obenchain, K. M., & Taylor, S. S. (2005)
10 10/28 &10/30	<i>Classroom Management</i>	Burden & Byrd (2013) - Ch. 9 10/30 -Malmgren, K. W., Trezek, B. J., & Paul, P. V. (2005)
11 11/4 &11/6	<i>Classroom Discipline</i>	Burden & Byrd (2013) - Ch. 10 11/6 - Ross, D., & Frey, N. (2009)
12 11/11 & 11/13	<i>Instructional Practices</i> <ul style="list-style-type: none"> • Special Needs & ELL’s 	11/11 - Bowman-Perrott, L. J., Greenwood, C. R., & Tapia, Y. (2007) 11/13 - Scanlon, D., & Baker, D. (2012); Padron, Y. N., Waxman, H. C., & Lee, Y. (2012) Classroom Management Design Due
13 11/18 & 11/20	<i>Students with Disabilities</i> <ul style="list-style-type: none"> • Student and Educator Needs • Educator Preparation 	11/18 - Casale-Giannola, D. (2012) <i>Presentations</i> 11/20 - Grskovic, J. A., & Trzcinka, S. M. (2011); <i>Presentations</i>
14 11/25	<i>Assessing Student Performance & Collaborating with Colleagues & Families</i>	Burden & Byrd (2013) - Ch. 11 &13 <i>Presentations</i>
15 12/2 & 12/4	<i>Inquiry-Based Instructional Practices</i>	12/2-12/4 – <i>Presentations</i> 12/4 -Pea, C. H. (2012); <i>Presentations</i>
16 12/9 & 12/11	<i>Course Evaluations</i>	Final Exam – 12/9 Course Portfolio & Reflective Essay Due– 12/11

Appendix A – Course Reading List

***Assigned journal articles excluding required text readings are available for download on Blackboard.**

August 26th

Brown, E. L. (2006). Knowing valuing and shaping one's culture: A precursor to acknowledging, accepting, and respecting the culture of others. *Multicultural Education, 14*(1), 15-19.

September 11th

O'Brien, J. (2000). Enabling all students to learn in the laboratory of democracy. *Intervention in School and Clinic, 35*(4), 195-205.

September 25th

Schumacher, P., & Kennedy, K. T. (2008). Lessons learned concerning a student centered teaching style by university mathematics professors from secondary school educators. *Education, 129*(1), 102-109.

September 30th

Villa, R. A., Thousand, J. S., Nevin, A., & Liston, A. (2005). Successful inclusive practices in middle and secondary schools. *American Secondary Education, 33*(3), Summer 2005.

October 16th

Ratliff, N. J., Jones, C. R., Costner, R. H., Knight, C., Disney, G., Savage-Davis, E., Sheehan, H., & Hunt, G. H. (2012). No need to wait for superman: A case study of one unique high school. *Journal for the Education of the Gifted, 35*(4), 391-411.

October 23rd

Obenchain, K. M., & Taylor, S. S. (2005). Behavior management: Making it work in middle and secondary schools. *The Clearing House, 79*(1), 7-11.

October 30th

Malmgren, K. W., Trezek, B. J., & Paul, P. V. (2005). Models of classroom management as applied to the secondary classroom. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 79*(1), 36-39.

November 6th

Ross, D., & Frey, N. (2009). Real-time teaching. *Journal of Adolescent & Adult Literacy, 53*(1), 75-78.

November 11th

Bowman-Perrott, L. J., Greenwood, C. R., & Tapia, Y. (2007). The efficacy of cwpt used in secondary alternative school classrooms with small teacher/pupil ratios and students with emotional and behavioral disorders. *Education and Treatment of Children, 30*(3), 65-87.

November 13th

Scanlon, D., & Baker, D. (2012). An accommodations model for the secondary inclusive classroom. *Learning Disability Quarterly, 35*(4), 212-224.

Padron, Y. N., Waxman, H. C., & Lee, Y. (2012). Classroom observations of teaching and learning with technology in urban elementary school mathematics classrooms serving english language learners. *International Journal of Instructional Media, 39*(1), 45-54.

November 18th

Casale-Giannola, D. (2012). Comparing inclusion in the secondary vocational and academic classrooms: Strengths, needs, and recommendations. *American Secondary Education*, 40(2), 26-42.

November 20th

Grskovic, J. A., & Trzcinka, S. M. (2011). Essential standards for preparing secondary content teachers to effectively teach students with mild disabilities in included settings. *American Secondary Education*, 39(2), 94-106.

December 4th

Pea, C. H. (2012). Inquiry-based instruction: Does school environmental context matter? *Science Educator*, 21(1), 37-43.

Student Participation Agreement

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. After you have read this agreement, sign, date and turn in. Contact information is optional.

1. Due to the nature of this course it is imperative that you participate in all class activities. The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.
2. Assignments require that you deliver your work to class on time and post your work. You must post your assignments by the due date. Late postings are **not** accepted.
3. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the instructor and respecting the confidentiality of issues discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only and is not meant to serve as a forum for intentional criticism.
4. To remain updated on course events, you should check the course web-page regularly for assignment reminders, news, and other important and timely announcements. As an adult learner, you must take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.

Print Name: _____ Course enrolled: _____

Student Signature: _____ Date: _____

Student contact Information (optional):

E-mail: _____

Telephone # _____

TE_xES Competencies addressed in this course:

DOMAIN I

Competency 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

- Recognize that positive and productive environments for students involve creating a culture of high academic expectations, equity, and developmental responsiveness.
- Demonstrates knowledge of the importance of peers, peer acceptance, and conformity to peer group norms and expectations for students.

Competency 002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

- Demonstrates knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning, and assessment.
- Accepts and respects students with diverse backgrounds and needs.
- Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
- Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English-language learners and students with disabilities.
- Knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.

Competency 003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

- Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives.
- Demonstrates knowledge of various types of materials and resources to enhance student learning and engagement.

Competency 004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

- Recognizes how social and emotional characteristics of students impact teaching and learning.
- Plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.

DOMAIN II

Competency 005 The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

- Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.
- Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
- Uses a variety of means to convey high expectations for all students.
- Applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.

- Creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006 The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

- Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
- Demonstrates and applies an understanding of how students function in groups and designs group activities organizing and managing groups to ensure that students work together cooperatively and productively.
- Schedules activities and manages time in ways that maximize student learning.
- Works with volunteers and paraprofessionals to enhance and enrich instruction.
- Applies theories and techniques related to managing and monitoring student behavior.
- Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits in the classroom.

DOMAIN III

Competency 007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

- Practices effective communication techniques and interpersonal skills.

Competency 009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

- Demonstrates knowledge of basic terms and concepts of current technology.
- Applies procedures for acquiring, analyzing, and evaluating electronic information.
- Knows how to use productivity tools to communicate information in various formats.

DOMAIN IV

Competency 011 The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

- Applies knowledge of appropriate ways to work and communicate effectively with families in various situations.

Competency 012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

- Interacts appropriately with other professionals in the school community.
- Understands the value of participating in school activities and contributes to school and district.
- Works productively with supervisors, mentors, and other colleagues to address issues and to enhance professional knowledge and skills.
- Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.

Competency 013 The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

- Knows legal requirements for educators and adheres to legal guidelines in education-related situations.