

EDUC 4312 Methods and Classroom Management in Secondary Schools
Sul Ross State University Rio Grande College – Uvalde
Summer I, 2017

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EDUC 4312, Room B109, Uvalde
Term: Summer I, 2017 (5/31 – 7/5)
Tuesday/Thursday 1:00 – 4:45 p.m.
Office Hours: Monday 9:00 -12 & 1-4:00 p.m.
Tuesday 9:00 – 11 a.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

Shepherd, T. L., & Linn, D. (2015). *Behavior and classroom management in the multicultural classroom: Proactive, active, and reactive strategies*. Thousand Oaks, Cal.: Sage Publications Inc. ISBN-9781452226262

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.

Student Learning Outcomes

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

1. Demonstrate their knowledge of effective teaching strategies that promote an effective learning environment for all students.
2. Apply their knowledge in the design of learning environments that foster collaboration, supportive interactions, and physical accessibility for all students.
3. Design the physical spaces of a classroom that promotes an orderly and safe learning environment for all students.
4. Identify effective procedures and create rules for managing student behavior and work habits in the classroom.
5. Demonstrate their knowledge on the use of technology to communicate information in various formats that foster student inquiry and learning.
6. Recognize and summarize 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 (90-100 = A, 80-89 = B, 70 – 79 = C, 60 – 69 = D, Below 60 = F) format and evaluated using the following criteria:

Assessment Methods

	<u>Points</u>
There are a total of 100 possible points for this course and they are as follows:	
1. Class Attendance and Participation	10
2. Classroom Management Design (20) and Presentation (10)	30
3. Midterm Exam	25
4. Final Exam	25
5. Reflective Essay	10

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. To prepare for class discussions be ready to share ideas and knowledge gained as they relate 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 a group, (b) the privacy of their classmates and information related to schools must remain confidential. All electronic devices must be turned off.

Distance Education (Web-course) Non-Participation Statement. Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

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 and must be posted on Blackboard (BB)**.

Late assignments will not be accepted.

ASSIGNMENTS/STUDENT LEARNING OUTCOMES (SLO)

Written Assignments: To comply with **course standards and requirements** all 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. In addition, all written assignments must follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition), including APA title and reference page.

Classroom Management Design (SLO 1-4, 6): Students will write a **2-3** 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 in a particular subject and/or grade level. Discussion shall focus on:

- (a) classroom rules (e.g., How will you establish and implement rules?, What will you do to ensure students follow the rules?, How will you handle students out of compliance?, etc.)
- (b) physical space (e.g., Describe a physical space that is welcoming and promotes student engagement both for your grade level/subject matter., etc.)
- (c) classroom procedures/routines (e.g., Describe classroom procedures/routines that you will implement and that will promote student engagement., etc.)
- (d) research (e.g., Include a discussion on what current research (not older than 10 years) states on topics related to classroom management., etc.)
- (e) implications for educators (e.g., Describe your knowledge in classroom management and how you will take this knowledge and apply it to your future classroom environment, etc.)
- (f) diagram: include a diagram of your future classroom setting designed to promote student learning and engagement.

Students will use **peer-reviewed sources (at least 3)** for their research and write their paper following APA guidelines (double spaced, etc.). **Post paper on BB** by due date.

Presentation (SLO 1-6) will be conducted via a powerpoint with handouts for every member of the class including the instructor. **Post powerpoint on BB** by due date.

Grading Rubric – Paper Presentation

APA title page and reference page	2
Grammar	2
Use of peer-reviewed sources (at least 3)	3
Discussion: Classroom Rules	2
Discussion: Physical Space	2
Discussion: Classroom Procedures/Routines	2
Discussion: Research on Classroom Management	2
Discussion: Implications for Educators	3
Classroom Diagram	2
Total	20

Grading Rubric –

Powerpoint: Post on BB by due date	2
Handout for all class members	1
Discussion: classroom rules, physical space, classroom procedures/routines, research, implications	5
Presentation & Discussion of Classroom Diagram	2
Total	10

Reflective Essay (SL0 1-6)

After our discussions, readings, and colleagues' presentations, you are to reflect on your learning during this class. You are required to write a **2 (or more)** double spaced paper that engages your critical thinking about the learning process during this class. **Post your final reflection on BB 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 highlighting the following:

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

- An introductory paragraph that prepares the reader for the topic of your essay.
- 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.
- 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
Grammar	2
Argument construction	6
TOTAL	10

Tentative Course Schedule

Week	Topic	Assignment
1 6/1	<p>Syllabus Classroom Management Legal Issues of Behavior and Classroom Management Collaborating with Parents and Families Role of the Teacher</p> <p>1.1k/1.1s; 1.3k/1.3s; 1.5k/1.5s; 1.8k/1.8s; 1.14k/1.14s; 1.16k/1.16s; 1.21k/1.21s; 2.2k/2.2s; 2.4k/2.4s; 2.6k/2.6s; 2.12k/2.12s; 2.15k/2.15s; 2.18k; 2.19k/2.19s; 4.1k/4.1s; 4.2k/4.2s; 4.3s;</p>	<p>Burden & Byrd (2013) – Ch. 9 Shepherd & Linn (2015) – Chs. 2, 3, & 4</p> <p>L; WD; GW; IP</p>
2 6/6	<p>The Learning Environment Basic Classroom Management Strategies Cognitive Behavior Management</p> <p>2.1k/2.1s; 2.2k/2.2s; 2.3k/2.3s; 2.4k/2.4s; 2.5k/2.5s; 2.6k/2.6s; 2.7k/2.7s; 2.8k/2.8s; 2.9k/2.9s; 2.10k/2.10s; 2.11k/2.11s; 2.12k/2.12s; 2.13k/2.13s; 2.14k/2.14s; 2.17k/2.17s; 2.18k/2.18s; 2.23k/2.23s</p>	<p>Shepherd & Linn (2015) – Chs. 5, 6, & 7</p> <p>L; WD; GW; IP</p>
3 6/8	Midterm	Midterm
6/11	<p>Classroom Management Design Paper</p> <p>2.6k/2.6s; 2.7k/2.7s; 2.8k/2.8s; 2.9k/2.9s; 2.10k/2.10s; 2.11k/2.11s; 2.12k/2.12s; 2.13k/2.13s; 2.14k/2.14s; 2.17k/2.17s; 2.18k/2.18s; 2.23k/2.23s</p>	<p>6/11 - Classroom Management Design Due on BB</p> <p>IP</p>
4 6/13	<p>Strategies for an Effective Learning Environment Lesson Delivery Classroom Discipline</p> <p>2.1k/2.1s; 2.2k/2.2s; 2.3k/2.3s; 2.4k/2.4s; 2.5k/2.5s; 2.13k; 2.14k/2.14s; 2.15k/2.15s; 2.16k/2.16s; 2.17k/2.17s; 2.18k</p>	<p>Burden & Byrd (2013) – Chs. 7, 8, & 10</p> <p>L; WD; GW; IP</p>
6/15	<p>Classroom Management Design Presentation Reflective Essay</p> <p>2.6k/2.6s; 2.7k/2.7s; 2.8k/2.8s; 2.9k/2.9s; 2.10k/2.10s; 2.11k/2.11s; 2.12k/2.12s; 2.13k/2.13s; 2.14k/2.14s; 2.17k/2.17s; 2.18k/2.18s; 2.23k/2.23s; 4.7k/4.7s; 4.6s; 4.7s; 4.8s; 4.9s; 4.10s; 1.24k</p>	<p>6/15 – Presentation PPT. Due on BB</p> <p>Homework: <i>Complete Reflective Essay</i> IP</p>
5 6/20	<p>Response to Intervention School-Wide Positive Behavior Support Social Skills Training</p> <p>1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.6k; 1.7k/1.7s; 1.11k/1.11s; 1.14k/1.14s; 1.15k/1.15s; 1.18k/1.18s; 2.3k/2.3s; 2.23k; 2.21s; 2.15k/2.15s; 2.16k/2.16s; 2.17k/2.17s; 2.18k</p>	<p>Shepherd & Linn (2015) – Chs. 12, 13, & 14 Presentations Reflective Essay Due on BB</p> <p>Homework: Study for Final Exam L; WD; GW; IP</p>
6 6/27	Final Exam	Final Exam

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.
5. For whatever reason, if at any point you decide to drop this course, it is **your responsibility to officially drop or withdraw**. Failure to do so will result in a failing grade (F).

Print Name: _____ Course enrolled: _____

Student Signature: _____ Date: _____

Student contact Information (optional):

E-mail: _____

Telephone # _____

Instructional Delivery

Activity	Resource
Whole Class Discussion (WD)	Reflection on Teacher Practice
Lecture (L)	Chapter PowerPoint
Group Work (GW)	Classroom Decision Making
Independent Practice (IP)	Reflect & Apply

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

* The developmental characteristics of students from early childhood to grade 12, including developmentally appropriate examples and instructional strategies, are defined in the corresponding assessment framework for PPR (EC-12), as well as in the standards for PPR at each of the other three certification levels (EC-Grade 4, Grades 4-8 and Grades 8-12).



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE

A Member of the Texas State University System

*Department of Student Services
2623 Garner Field Road
Uvalde, Texas 78801*

*(830) 758-5006
(830) 279-3003
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Disability Services Procedures

Sul Ross State University Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Services available to all SRSU RGC students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
 - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
 - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
 - c. A description of the current functional impact/limitations of the disability.
 - d. Treatments, medications, assistive devices/services currently prescribed or used.
 - e. A description of the expected progression or stability of the disability over time.
 - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration.

If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.