

Sul Ross State University
ED 4322: Classroom Management
FALL 2020

Instructor: Caroline Fox M.Ed, MA

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REQUIRED TEXT:

Jones, V. (2011). *Practical Classroom Management*. Boston: Pearson.

ISBN 978-0-13-708211-7

COURSE DESCRIPTION:

Welcome to the most important class of your teaching career. Classroom management is what drives learning. Without it, success in the classroom for students and teachers is in jeopardy. My name is Caroline Fox and I am excited to take this exciting journey of student teaching with you. I have taught at the elementary level, middle school level, and currently teach at high school level. Throughout this semester, I will be relying heavily on my 20 years of experience in the classroom to mentor you and to encourage you during this fast-paced semester that will lay the foundation for your future successes in your own classroom. This semester will be filled with trial and error, which are the cornerstones of becoming an influential educator. With these things in mind, get ready for the ride of your life. I can't promise that it is all fun and games, but what I can promise is that you will finish this semester and have the knowledge and tools you need in order to succeed as the teacher who you have set out to be. Ready... Set... Go!

INSTRUCTOR EXPECTATIONS:

The instructor will:

- Provide weekly communication with the class through announcements (video and written), email notifications, and possible Zoom chats (group or individual).
- Provide responses to communication within 24-hours of receipt during the hours of 8am-5pm, Monday-Saturday.
- Provide grades to assignments and discussions within two weeks of submission.
- Provide feedback to assignments and discussions as needed, on a weekly basis.
- Provide clear and concise instructions on how to complete the online course requirements.
- Provide a range of opportunities to engage in the course content in a meaningful way.

STUDENT EXPECTATIONS:

Successful students:

- Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Will complete all coursework on assigned due dates.
- Will engage in the course, with their peers, and the instructor and with open communication and active participation.
- Are expected to be diligent to use both oral and written communication that respects peers and instructor.
- Are expected to respond to instructor communication requests regarding course progress and for general inquiries in a timely manner.

- Preserve confidentiality of information shared regarding student, family, or school district experiences.
- Will not plagiarize the work of others, or use the work of their peers and claim it as their own.
- Will be proactive and resourceful to problem solve in case of internet or technical issues.

ED 4322 contributes to the following Program Learning Outcomes (PLOs):

- The Interdisciplinary Studies – BS student will write a lesson plan that is developmentally appropriate for all grade-level students.
- The Interdisciplinary Studies – BS student will create a positive classroom learning environment appropriate for all grade levels.
- The Interdisciplinary Studies – BS student will teach developmentally appropriate lessons to EC-12 students.
- The Interdisciplinary Studies – BS student will adhere to the legal and ethical requirements for Texas certified teachers.

ED 4322 will address the following Student Learning Outcomes (SLOs):

- The student will compare and contrast the major theories of classroom management and how they can be effectively implemented in the classroom.
- The student will demonstrate knowledge regarding both positive and negative school and home variables that impact student behavior and learning.
- The student will demonstrate knowledge of the importance of establishing a positive, safe, professional relationship with students and creating and maintain high expectations for those students.
- Students will demonstrate an understanding of the basic psychological needs of students that influence behavior and success at school.
- Students will identify characteristics of potential students that may be at-risk or special needs.
- Students will demonstrate an understanding of the importance of creating supportive relationships with students, colleagues, parents, and community.

ATTENDANCE POLICY:

- Since this is an online course, there are no face-to-face class meetings.
- Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.

COMMUNICATION WITH THE INSTRUCTOR:

In order to minimize confusion and repetition, I prefer to communicate using the cfox@alpineisd.net email. I can respond to your needs quickly this way. If you prefer to correspond via telephone, simply email me a telephone number where I can reach you and a time that will be convenient for me to call you.

COURSE REQUIREMENTS: VERY IMPORTANT

- Satisfactorily complete course assignments and discussion boards.
- Compile information on pertinent topics in written formats, using proper English grammar, punctuation, usage, and syntax. (professional communication)
- Submit all assignments by the deadline.
- Journal entries and other non-graded assignments will be organized and kept.
- Use APA 6th edition.
- Maintain ethical standards by properly referencing literary and professional work.
- Demonstrate a thorough understanding of the TExES competencies and standards related to the professional roles and responsibilities of teachers.

ASSIGNMENTS/ASSESSMENTS

- The requirements for this course consist of on-time chapter assignments and discussion forum activities that directly relate to your classroom work.
- **Detailed** instructions for each assignment and discussion forum are **provided within Blackboard Assignments**.
- Please **use one document** per same date assignment (this does not mean just one page, it means all assignments within one document).
- Also, please **TITLE each assignment with the date that you turned it in**.
- *****USE TIMES NEW ROMAN 12PT FONT AND ONE INCH MARGINS FOR ALL ASSIGNMENTS PLEASE.**
- **COMMUNICATION is KEY! Please communicate with me about ANY late work or any other issues.**
- This is a Classroom Management class, so I will be using different techniques and discussing them with you as we move through the course. Before you email me with a problem, think about how you might handle it as a teacher in your own classroom. You will be changing positions very soon and need to think about how you would handle any situation as a teacher and not as a student. New ones will arise daily.
- Please turn in your assignments using Blackboard, please **DO NOT** upload your assignment as a separate attachment.

DISCUSSION BOARDS:

Discussion Boards are not busy work. These are for you to discuss your experiences with your peers and the instructor. I will give feedback to each of you for your discussion board and your assignments in the gradebook area. When you check your grades, you need to read my responses to your work. I am always open for more discussion. Please feel free to email me anytime with more discussion or comments.

***Please use the Discussion Board Rubric found at the end of the syllabus to guide you.**

CALENDAR:

On the next page, you will find the calendar and the **Check List**. It is VERY helpful especially when you are working through your student teaching semester. It is a tiring time period and can be overwhelming. Please use the calendar and checklist **daily**, so you can demonstrate and practice professional habits.

*****All assignments are found under ASSIGNMENTS on the Bb menu. Discussion boards are found under DISCUSSION BOARDS on the Bb menu.**

Assignment	Date Due	Points Possible	My Check List
Discussion Board 1	Friday, Aug. 28 11:59 pm	25	
Five Components Chart - Ch. 1	Saturday, Sept. 5 noon	100	
Discussion Board 2	Friday, Sept. 11 11:59 pm	25	
Discussion Board 3	Friday, Sept. 18 11:59 pm	25	
Getting Acquainted Activity – Ch. 2	Saturday, Sept. 19 noon	50	
Classroom Manag. Scenarios –Ch. 2	Saturday, Sept. 19 noon	50	
Discussion Board 4	Friday, Sept. 25 11:59 pm	25	
Discussion Board 5	Friday, Oct. 2 11:59 pm	25	
Teacher/Parent Communication Letters – Ch. 3	Saturday, Oct. 3 noon	100	
Discussion Board 6	Friday, Oct. 9 11:59 pm	25	
Discussion Board 7	Friday, Oct. 16 11:59 pm	25	
Discussion Board 8	Friday, Oct. 23 11:59 pm	25	
Classroom Rules Simulation – Ch. 4	Saturday, Oct. 24 noon	50	
Developing Management Plans – Ch. 4	Saturday, Oct. 24 noon	25	
Classroom Arrangement - Ch. 4	Saturday, Oct. 24 noon	50	
Discussion Board 9	Friday, Oct. 30 11:59 pm	25	
Discussion Board 10	Friday, Nov. 6 11:59 pm	25	
Motivation Log – Ch. 5	Saturday, Nov. 7 noon	50	
Discussion Board 11	Friday, Nov. 13 11:59 pm	25	
Discussion Board 12	Friday, Nov. 20 11:59 pm	25	
Classroom Expectation Simulation - Ch. 6	Saturday, Nov. 21 noon	75	
Discussion Board 13	Friday, Nov. 27 11:59 pm	25	
Culminating Paper FINAL	Sunday, Dec. 6 noon	100	

COURSE GRADING:

Please refer to the course calendar on the preceding page for assignment and discussion forum due dates. There is no extra credit work in this course.

LATE WORK:

You are practicing to be a professional in a classroom. It is imperative that you turn in your work on time just as you expect your students to do. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and not receive the full grade/points.

The final course grade will be assigned according to this scale:

- A 900-1000
- B 800-899
- C 700-799
- D 600-699
- F 599 and below

TENTATIVE SCHEDULE:

All schedules are tentative and are subject to changes by the instructor. Please check your email and the Announcements regularly. If you use another email other than Sul Ross (as I do), please email me your email address ASAP. I will send you reminders, updates, and changes.

ACADEMIC INTEGRITY:

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in another course.
 - Turning in another's work as one's own.
 - Copying from professional works and Internet sites without citation.
- Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

SRSU DISABILITIES SERVICES:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitations Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box

ADDITIONAL REQUIREMENTS:

For All Students Entering Education Block Courses:

- In an effort to ensure proper preparation for the TExES PPR exam, students will be required to complete and pass a practice exam. The Certify Teacher practice exam will be administered to all students enrolled in Block III, specifically ED 3300.
- Students will also be **required** to complete and pass a practice exam in the content area before approval is granted to register for the state TExES content exam. Texas Administrative Code Rule §228.30 Educator Preparation Curriculum:
 - (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
 - (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:
 - (3) child development; (4) motivation; (11) classroom management/developing a positive learning environment; (12) special populations; (13) parent conferences/communication skills;
 - (16) differentiated instruction.

HB 2205 “Effective September 1, 2015 a person may not retake a TExES examination more than four times.” The exact language is below:

Section 21.048, Education Code, is amended by amending subsection (a-1) and (c-1) and adding subsections (a-2) to read as follows:

(a-1) The board may not require more than 45 days elapse before a person may retake an examination. A person may not retake an examination more than four times, unless the board waves the limitation for good cause as prescribed by the board.

(a-2) For purposes of the limitation imposed by subsection (a-1) on the number of administrations of an examination, a person who initially took an examination before September 1, 2015, may retake the examination up to four times after that date, regardless of the number of times that the person attempted to perform satisfactorily on the examination before that date. This subsection expires September 1, 2018.

TExES COMPETENCIES ADDRESSED:

DOMAIN II - Creating A Positive, Productive Classroom Environment

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.

The beginning teacher:

- Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students’ respect for the community and the people in it).

- 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.
- Presents instruction in ways that communicate the teacher's enthusiasm for learning.
- Uses a variety of means to convey high expectations for all students.
- Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning various instructional contents.
- 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.

The beginning teacher:

- **Analyzes** the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment.
- **Demonstrates** an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
- **Organizes** and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
- **Recognizes** the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects, and learning centers.
- **Schedules** activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of non-instructional duties (e.g. taking attendance) with instructional activities.
- **Uses** technological tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication.
- **Works** with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
- **Applies** theories and techniques related to managing and monitoring student behavior.
- **Demonstrates** awareness of appropriate behavior standards and expectations for students at various developmental levels.

DOMAIN III

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

The beginning teacher:

- Employs various instructional techniques (e.g., discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instructional techniques (e.g., discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instruction that promotes intellectual involvement and active student engagement and learning.
- Applies various strategies to promote student engagements and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).

- Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
- Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with various characteristics and needs.
- Engages in continuous monitoring of instructional effectiveness.
- Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.

DOMAIN IV – Fulfilling Professional Roles and Responsibilities

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

The beginning teacher:

- Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
- Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.
- Interacts appropriately with families, including those that have diverse characteristics, backgrounds and needs.
- Communicates effectively with families on a regular basis (e.g., to share information about student's progress) and responds to their concerns.
- Conducts effective conferences with parents, guardians and other legal caregivers.
- Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

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

The beginning teacher:

- Knows legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse) and adheres to legal guidelines in education related situations.
- Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).
- Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.
- Follows procedures and requirements for maintaining accurate student records.
- Understands the importance of and adheres to required procedures for administering state and district-mandated assessments.
- Uses knowledge of the structure of the state education system, including relationships among campus, local, and state components, to seek information assistance. Advocates for students and for the profession in various situations.

Please read and follow the rubric below to receive full credit.

ED4322 Discussion Board Rubric

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels. Participation in discussion activities can only be measured by the date on the discussion posting. The discussion boards are professional assignments and should be treated in that manner. Points will be deducted for grammar and spelling mistakes.

A Discussion (25-20 points): Distinguished/Outstanding

- Deliver information that is full of thought, insight, and analysis
- Are posted by the deadline
- Make connections to previous or current content or to real-life situations
- ****Uses and cites outside readings to enrich learning and sites within the discussion, just including a website WILL NOT count.**
- Contain rich and fully developed new ideas, connections, or applications
- Discuss with your classmates
- Uses correct grammar, spelling, and professional communication

B Discussion (19-14 points): Proficient

- Are posted by the deadline
- Deliver information that shows that thought, insight, and analysis have taken place
- Make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- Contain new ideas, connections, or applications, but they may lack depth and/or detail
- Discuss with your classmates
- Uses mostly correct grammar, spelling, and professional communication

C Discussion (13-8 points): Basic

- Late
- Are generally competent, but the actual information they deliver seems thin and commonplace
- Make limited, if any, connections, and those are often cast in the form of vague generalities
- Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
- Minimal discussion with classmates
- **Uses incorrect grammar, spelling, texting language, all caps**

D-F Discussion (7-2 points): Below Expectations

- Late
- Are rudimentary and superficial; there is no evidence of insight or analysis
- Contribute no new ideas, connections, or applications
- May be completely off topic
- Uses repetitive posts from previous discussion boards.
- No discussion with classmates
- **Uses unprofessional communication**

*****No participation in a discussion board activity by the designated due date will result in a zero for that activity.**