

**EDUA 4322: Classroom
Management Block II**

Instructor	Dr. Diana Rodriguez
Office Hours	Tuesday/ Thursday 9:00 a.m. - 2:00 p.m. Email for appointment.
Email Address	drodriguez5@sulross.edu
Class Schedule	Tuesday/Thursday 2:00 p.m. - 3:15 p.m.
Required Text (ebook)	Smith, D, Fisher, D, & Frey, N. Better than carrots or sticks: Restorative practices for positive classroom management. ISBN: 9781416620624 Sprenger, M. (2020). Social-emotional learning and the brain: Strategies to help your students thrive. ASCD. ISBN:9781416629498 optional
Required Software:	You are to purchase the Certify Teacher software that aligns with your content area and/or grade level. You will use this software in Block I and II to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester. To purchase the software, have your credit card ready and go to: http://www.certifyteacher.com . If you have already purchased it in Block 1 you are not required to purchase again. Do not enter full exam mode until advised. Stay in Study Mode and Flash Card Mode.

Section I: Course Description

This course is designed to present practical methods for creating a positive learning environment, for working with behavioral problems, and for dealing with a range of challenges in the K-12 classroom. Classroom management is the foundation of teaching and it is what separates good teachers from great teachers.

I: Student Learning Outcomes

- SLO 1 - Students demonstrate effective lesson planning.
- SLO 2 - Students will demonstrate written and oral proficiency through a variety of instructional strategies.
- SLO 3 - Students will demonstrate effective evaluative processes for assessing student learning.

Section III: Course objectives

The student will be able to:

- Write lesson plan(s) that are developmentally appropriate for students.
- Create a classroom management plan.
- Teach developmentally appropriate lessons.
- Adhere to the legal and ethical requirements for teachers.

Section IV. Marketable Skills

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Student have the ability to effectively use technology to communicate.

Standards V.

I.002.C	knows	Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
I.003.H	allocates	Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment and closure
I.004.E	stimulates	Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children's learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem solving activities that are challenging; encourages exploration and risk taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas
I.004.F	enhances	Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning and inquiry; promoting students' development of research skills

I.004.G	teaches	Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically)
I.004.H	teaches	Teaches, models and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools)
I.004.J	analyzes	Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning
I.004.M	incorporates	Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices
I.004.N	provides	Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS
I.004.O	provides	Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS
I.004.P	applies	Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning
III.007.A	demonstrates	Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds
III.007.B	engages	Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving and productive, supportive interactions, including appropriate wait time
III.007.C	communicates	Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools)
III.007.D	practices	Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts
III.008.A	employs	Employs various 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

III.008.B	applies	Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time)
III.008.C	presents	Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience
III.008.E	engages	Engages in continuous monitoring of instructional effectiveness
III.008.F	applies	Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation
III.008.G	employs	Employs effective motivational strategies and encourages students' self-motivation
III.008.H	provides	Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS
III.008.I	provides	Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS
III.009.A	demonstrates	Demonstrates knowledge of basic terms and concepts of current technology, systems, and operations (e.g., hardware, software applications and functions, input/output devices, networks, and basic design principles)
III.009.E	knows	Knows how to use productivity tools to collaborate and communicate information in various formats (e.g., slide show, multimedia presentation, and newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, and video)
II.005.A	uses	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)
II.005.B	establishes	Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students
II.005.C	analyzes	Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development
II.005.D	presents	Presents instruction in ways that communicate the teacher's enthusiasm for learning
II.005.E	uses	Uses a variety of means to convey high expectations for all students
II.005.G	creates	Creates a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity

II.006.A	analyzes	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
II.006.B	demonstrates	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
II.006.C	organizes	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
II.006.E	schedules	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

Section VI. Course requirements and grading

Requirement	Points Possible
Discussion Boards (9 plus peer posts)	120 (9X13 points each)
Teacher/Parent and Teacher/Student Communication letters IEP and 504 Venn Diagram	100 points 100 Points
Classroom Management essay	100 Points
Lesson Plan Unit (3 lessons)- To include Task 1 Part B and Part C	150 Points (50 Points each)
edTPA Task 1-Planning Commentary (20) and Context for Learning(20)	40 Points
edTPA Task 2-Instruction Commentary and It's All About Feedback Form	175 Points
edTPA Task 3-Part A-Work Samples; B-Feedback; C-Assessment Comm.	40 Points
Parental Consent Forms	50 Points
Field Experience Log	25 Points
Certify Teacher end of Course exam	100 points
Points Possible	1000

Grading scale Entire Course

- A = 895-1000
- B = 795-894
- C = 695-794
- D = 595-694
- F = < 595

Grading:

Discussion Boards:

Class Participation/Discussion Board: On a weekly basis, we will rely heavily on Written Discussion Boards to engage in active learning of the materials. Each week starts at 8 am on Monday with one (1) posted prompt/discussion thread. Discussion Board participation concludes by 11:59 pm on Sunday. (120 points total)

Initial post is due on Wednesday by midnight to allow enough time for discussion. 1 Peer response is due Sunday by midnight. Your participation will be evaluated based on the following rubric:

<p style="text-align: center;">Proficient</p> <p style="text-align: center;">(13 points)</p>	<p style="text-align: center;">Basic</p> <p style="text-align: center;">(10 points)</p>	<p style="text-align: center;">Needs Improvement</p> <p style="text-align: center;">(8 points)</p>	<p style="text-align: center;">No Credit</p> <p style="text-align: center;">(0 points)</p>
<p>Student makes a clear effort to be an active member of the discussion board by demonstrating:</p> <p>The quantity of engagement: (1) posting/voicing his/her initial (one) thorough response to the prompt no later than 11:59 pm on Wednesday, and (2) engaging with 1 other peer by offering at least one thorough comment on their initial post/s. All conversations end by 11:59 pm on Sunday. Student demonstrates excellent time management.</p> <p>The quality engagement with others demonstrates the best practice of 3C&Q (Jenn Stewart-Mitchell): (a) Compliment the person on something specific you read in their post; (b) Comment on something relevant and meaningful about their post – be specific – remember your comment might not always be an agreement; (c) Connect with the post (i.e., text-to-self, text-to-literature, text-to-world) and explain your connection with clear details; (d) Question - ask a question for further thinking and reflections.</p>	<p>Student makes some effort to engage on the discussion board by posting and/or replying more than few sentences, but not much else. Students shows some interest in engagement with the others in all or at least two areas of the 3C&Q, but frequently responds with short one-line comments such as "I agree!" or "Great idea!" that do not add much to the overall discussion. Student demonstrates excellent time management.</p>	<p>Student is mostly absent from the discussion and makes little or no effort to be an active learner. Student may offer a brief answer to the initial prompt and/or to the other posts, but little else. Posts are short and may be off-topic or irrelevant to the discussion. Student may post a few last-minute comments shortly before the midnight on due date, which are not conducive to quality engagement.</p>	<p>Student fails to engage in any substantive way. If the student does post, he or she writes posts that are disrespectful or incendiary and does not value the opinions of others. Student is indifferent or apathetic to the group discussions.</p>

Assignment Descriptions:

Teacher/Parent and Teacher/Student Communication letters Due Sunday/ Bb/WK 4

Write two effective letters to a parent for the following purposes: Please use your original, not form letters. Letters should look just like a letter you would send, so make sure it has all of the correct components of professional communication. (see module 4 for more details) **100 Points**

IEP and 504 Venn Diagram Due Sunday/ Bb/WK 6

Create a Venn diagram that describes the differences between a 504 and IEP. Provide resources. (see module for more details) **100 points**

Classroom Management Essay Due Sunday/Bb/WK9 You will create a classroom management essay describing your future classroom and what you hope to accomplish. You will utilize the knowledge you have learned from the chapters as well as various other resources. (see module for more details) **100 points**

Parental Consent Forms Due Sunday/ Bb/ WK3 You will be teaching one lesson in a real classroom. You will teach the lesson in the classroom where you are conducting your 10 hours of observation. You are REQUIRED to get parental consent to video record your live instruction. You will be dropped from the course if you should teach your lesson before you acquire and upload your Parent Consent Forms in Bb. You may access the Parental Consent Form in the edTPA Materials link in Bb.

Lesson Plan Unit & Context for Learning Due Sunday/ Bb/ WK 7

The objective of this assignment is to give you an opportunity to develop a lesson plan unit and to teach one lesson in a real classroom. Use the Sul Ross Lesson Plan Template found on the main menu in Blackboard under the "Course Materials" link. You will develop the lesson plan Unit that consists of 3 lesson plans step-by-step for Day 1, Day 2 and Day 3.

You will need to teach **one lesson by Friday/ Bb/ WK 9.**

You will be graded separately for 3 lesson plans. These will be evaluated by the department Lesson Plan Rubric. 50 points each.

The objective of this assignment is to give you an opportunity to develop a lesson plan unit and to teach one lesson. Use the Sul Ross Lesson Plan Model found on the main menu in Blackboard. You will develop the lesson plan Unit, step-by-step.

Field Experience Directions:

You will be in the field observing a teacher. You must dress professionally while on a school campus. For those of you in Block II joining us via Distance Education, you will be required to make this arrangement yourself. Please do so professionally. You should reach out to a school on the first day of class through a professional email and copy the instructor. **For this course you are required to log 10 hours of observation. If you are in Alpine, you will attend a meet and greet. Those of you concentrating at the elementary level, your prompt attendance is required at the Alpine Elementary campus. Make sure to bring a current I.D. Those of you concentrating at the secondary level, your prompt attendance is required at the Alpine Middle School campus. Make sure to bring a current I.D. Dates for the Meet and Greet will be announced Week 1.**

You will also be required to teach 1 lesson. **It is crucial that you begin talking to your cooperating teacher as soon as possible to make these arrangements.** You are also required to get parent-permission forms from the students as you will be recording these lessons.
Form is in blackboard

Field Experience Log Due Friday/WK 15

For this class, 10 hours must be completed and logged on the Field Log Form. Form must be initialed and signed by your cooperating teacher. **25 points**

MUST BE LEGIBLE.

Submit the Field Log in Blackboard under WK 15. Must have original teacher initials. The classroom teachers whose students you observe will initial the Field Observation Log and it documents your ten hours of classroom observations.

It is a TEA requirement that will be filed in your permanent SRSU folder as proof of your classroom observations. In order to receive a grade for this course, the Field Observation Log must be completed and turned in on time.

Certify Teacher Study Mode Due Sunday/ WK 15

You will be required to study for your content exam throughout the course. I will post reminders throughout the course, however, it is your duty to remember to study. You will be required to take a full-length test at the end of the semester. **DO NOT** take the full-length exam prior to week 14. **100 points**

edTPA (Teacher Portfolio Assessment)

SRSU Education Department is using edTPA (teacher portfolio assessment), developed at Stanford University, as an alternative to the Pedagogy and Professional Responsibility exam for certification. Currently, Education majors will have the option to select edTPA instead of the PPR during their student teaching in spring 2023. EdTPA approaches teacher education in a deliberative and reflective manner. Key tasks associated with teaching are addressed in depth and will be required in the portfolio that a participating student teacher would do.

Because the edTPA approach has value for all students, I have updated EDUA 4322. We will be focusing on the edTPA Task 1, 2 and 3. We have adopted a new SRSU lesson plan format that is aligned with edTPA. All lesson plans in EDUA 4322 will follow that format, and when you do your student teaching, your university supervisor will require that format for lesson plans observed. Doing these tasks will give you experience in analyzing student data and deciding how best to use the information to guide future instruction.

EDTPA TASK 1, 2 and 3 (brief descriptions, see module for more details)

Task 1 Part A: Context for Learning Due: Sunday/ WK 7

Task 1 Part B: Lesson Plan Unit: & Task 1 Part C: Instructional Materials Due Sunday/ WK 7

Task 1 Part D: Planning Commentary Due Sunday/ WK 8

Task 2 Part A: Video Recording & Part B: Instruction Commentary Due: Sunday/ WK 11

Task 3 Part A: Student Work Samples & Part B: Feedback & Part C: Assessment-Commentary & Part D: Evaluation Criteria (Data Chart) Due: Friday/ WK 15

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Policies

Late Work: You are practicing being a professional in a classroom. It is imperative that you turn in your work on time just as you expect your students to do so. If you have an emergency and are unable to complete your work by the deadline, please email me as soon as possible to discuss. ALL late work grades will be reduced, and full credit will not be available. You will receive half credit for all late work. IF the work is not turned in and there is no communication, the grade will be a zero. IF the work is not turned in by the agreed and communicated deadline, the grade will be a zero.

Attendance. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to “explained and excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but not limited to: Turning in work as original that was used in whole or part of another course and/or professor; turning in another person’s work as one’s own; copying from professional works or Internet sites without citation.

Required by American with Disabilities Act SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/ accommodations services must contact SRSU's Accessibility Services Coordinator at 432-837- 8203 (please leave a message and we will get back to you as soon as we can during working hours). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUL Ross State University, Alpine. Texas, 79832.

Required for Remote/Online Courses - SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

This course syllabus is intended to guide you and may be amended at any time.

Course Calendar
(Subject to change)

Week	Dates	Topic	Readings	Due Dates
Week 1		Introduction to the class.	Chapter 1&2 <i>Better Than Carrots or Sticks</i>	Discussion Board 1: See Blackboard (Bb) for details. Initial post due Wednesday 2 Peer responses due Sunday
Week 2 EDTPA		Introductions to: edTPA, Lesson plan & Context for Learning Form	Read over your specific handbook. Handbooks available in Bb: Course Materials	Discussion Board 2: EDTPA questions about Context For Learning Form or Lesson Plan Unit Initial post due Wednesday No peer response due this week.
Week 3		Classroom Procedures and Expectations: Structures that Support Restorative Practices	Chapter 3 <i>Better Than Carrots or Sticks</i>	Discussion Board 3: See Blackboard (Bb) for details. Initial post due Wednesday 2 Peer Responses due Sunday Parent Consent Forms due in blackboard Sunday/WK3

Week 4		Peace Building: Using Informal Restorative Practices Every Day	Chapter 4 <i>Better than Carrots and Sticks</i>	<p>Discussion Board 4: See Bb for details</p> <p>Initial post due Wednesday 2 Peer Responses due Sunday</p> <p>Teacher/ Parent Teacher/ Student Communication Letters. Due Sunday</p> <p>Reminder: Work on Lesson Plan Unit. Due WK 7 Discuss the Central Focus and TEKS with your mentor teacher. You will teach one lesson from the unit during Week 9.</p>
Week 5		Peacemaking: Strategic Implementation of Formal Restorative Practices and Creating the Mindset	Chapter 5 & 6 <i>Better than Carrots and Sticks</i>	<p>Discussion Board 5 (Group PPT). See Bb module.</p> <p>Initial post due Wednesday 2 Peer Responses due Sunday</p>
Week 6		IEP's and 504's	Resources listed in Module	<p>No Discussion Board. IEP & 504 Venn Diagram Due Sunday</p>

Week 7		Accommodations and Modifications	Resources listed in module	<p>Discussion Board 6: Accommodations and Modification scenarios Initial post due Wednesday 2 Peer Responses due Sunday</p> <p>edTPA Task 1 Part A: Context for Learning Form due Sunday.</p> <p>edTPA Task 1 Part B: Lesson Plan Unit due Sunday/ WK 7.</p> <p>Reminder: Make sure you are scheduled and ready to teach and record your lesson by Friday/WK 9. This is Task 2 Part A. We begin instruction for Task 2 Part B (Instruction- Commentary) next week.</p>
Week 8		Planning & Instruction	Resources listed in module	<p>Tuesday we begin instruction on Task 1 Part D- Planning Commentary. Task 1-Planning Commentary due Sunday/WK 8</p> <p>Make sure you are scheduled and ready to teach and record your lesson by Friday of next week. PARENT CONSENT FORMS MUST BE SIGNED AND SUBMITTED under week 2. No exceptions.</p>
Week 9		Classroom Management	Resources listed in module	<p>No Discussion Board. We begin instruction on the Classroom Management Essay this week and you teach and record your lesson THIS week! Classroom Management Essay Due Sunday/ WK 9. When you teach your lesson this week, make sure your cooperating teacher completes and signs the "It's All About Feedback" Form due Sunday/ WK9</p>
Week 10		Task 1-Planning Commentary & Task 2 Instruction Commentary		<p>No Discussion Board. Tuesday we begin instruction on Task 2 Commentary. Task 2 Instruction Commentary due Sunday Week 11.</p>

Week 11		Task 3 Assessment	Resources in module	<p>Discussion Board 7: See Bb for details. Initial post due Wednesday 2 Peer Responses due Sunday</p> <p>We begin instruction on Task 3 Tuesday and continue on Thursday.</p>
Week 12		Feedback	Resources in the module	<p>Discussion Board 8: Upload your Student 1, Student 2 and Student 3 Work Samples. Today we will learn about Rubric level progressions and Thursday we will learn about giving students feedback.</p> <p>Initial post due Wednesday 2 Peer Responses due Saturday</p>
Week 13		Differentiation and Task 3 Prompt 1 and 2	<p>Research resources for Differentiation.</p> <p>Language</p>	<p>Discussion Board 9: Essential Questions Initial post due Wednesday 2 Peer Responses due Sunday</p> <p>In class we will draft Task 3 Analyzing Student Learning Question 1a-c and 2a-c. Please be present. I will be available to help you.</p>
Week 14		Task 3 Prompt 3	Function and Study for your Content Exam	Study for the content exam and complete Task 3 Part D: Assessment Commentary.
Week 15		Task 3 Prompt 4	Task 3 due Friday Study for Content Exam next week.	<p>Field Experience log due: Friday/WK 15. Task 3 Part D: Assessment-Commentary due Friday.</p>
Week 16			Final Exam	Certify Teacher Score report Full length exam due Monday by 2p.m.

Thank you for your dedication to the field of education!