

**EDUA 4322: Classroom
Management Block II**

Instructor	Dr. Diana Rodriguez
Office Hours	Monday/Wednesday 8:30 a.m. - 1:30 p.m. Email for appointment.
Email Address	drodriguez5@sulross.edu
Class Schedule	Tuesday/Thursday 2:00 p.m. - 3:15 p.m.
Required Text	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.

- **Section II: 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. Students have the ability to effectively use technology to communicate.

Standards V. Pedagogy and Professional Responsibilities

Competency 001 highlights the significance of understanding how developmental characteristics of students influence their learning and performance.

Competency 002 highlights the need to plan and adapt lessons to address the varied backgrounds, skills, interests, and learning needs of all students.

Competency 003 highlights the significance of planning learning experiences that engage students and support instructional goals.

Competency 004 highlights the importance of recognizing diverse learning needs and approaches to promote effective instruction.

Competency 005 focuses on creating a classroom environment that fosters learning, equity, and excellence.

Competency 006 emphasizes applying effective procedures for managing student behavior and promoting appropriate behavior and ethical work habits in the classroom.

Competency 007 emphasizes adjusting communication to enhance student understanding.

Competency 008 focuses on providing appropriate instruction that actively engages students in the learning process.

Competency 009 focuses on incorporating the effective use of technology in planning, organizing, delivering, and evaluating instruction for all students.

Competency 010 emphasizes promoting students' ability to use feedback and self-assessment to guide and enhance their own learning.

Competency 011 emphasizes the importance of interacting appropriately with diverse families and maintaining effective communication.

Competency 012 emphasizes the value of using resources and support systems effectively for professional development.

Section VI. Course requirements and grading

Requirement	Points Possible
Class Participation	50
Discussion Boards (9 plus peer posts)	120 (9X13.33 points each)
Teacher/Parent and Teacher/Student Communication Letters (10 pts ea.)	20 points
IEP and 504 Venn Diagram	20 Points
Classroom Observation Form (5 @ 20 pts each)	100 Points
Classroom Management Observation Final Report	100 Points
Lesson Plan Unit (3 lessons)	225 Points (75 Points each)
Planning Analysis (50pts) and Narrative-Based Context for Learning (20 pts)	70 Points
Instruction Analysis (50pts) and It's All About Feedback Form (20pts)	70 Points
Student Work Samples (20 pts); Written Feedback on Student Work Samples (20 pts)	40 Points
Assessment Analysis (50 pts)	50 Points
Parental Consent Forms	10 Points
Field Experience Log	25 Points
Certify Teacher Full Exam	100 points

Points Possible

Grading scale Entire Course

A = 895-1000

B = 795-894

C = 695-794

D = 595-694

F = < 595

Class Participation (50 pts): On a weekly basis, we will rely heavily on Written Discussion Boards to engage in active learning of the materials.

Discussion Board (9 total at 120 pts 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:

Discussion Board Rubric - Worth 13 Points

Criteria	Excellent (4 points)	Proficient (3 points)	Basic (2 points)	Limited (1 point)	Missing (0 points)
Content Knowledge	Demonstrates a deep understanding of the topic and incorporates relevant concepts, examples, and sources.	Shows a solid grasp of the topic and includes appropriate concepts, examples, and sources.	Includes some relevant content but lacks depth in understanding or examples.	Contains minimal relevant information, demonstrating a lack of understanding.	No response or contribution.
Critical Thinking	Offers insightful analysis, evaluates multiple perspectives, and poses thought-provoking questions.	Presents a thoughtful analysis and considers different viewpoints or angles.	Provides limited analysis or fails to consider alternative perspectives.	Offers superficial observations without critical analysis.	No critical thinking evident.
Engagement & Participation	Actively engages in the discussion by responding to peers, asking questions, and building upon others' ideas.	Engages with peers and responds thoughtfully but may lack proactive interaction.	Participates with minimal responses to peers and lacks engagement in deeper discussions.	Rarely responds to peers or provides meaningful contributions to the conversation.	No engagement or participation.
Communication	Expresses ideas clearly and articulately, with excellent organization and grammar. Consistently uses proper citations.	Communicates ideas effectively with good organization and grammar. Mostly follows proper citations.	Presents ideas adequately but may have some issues with clarity, organization, grammar, or citations.	Struggles with communication, leading to confusion. Frequent grammar or citation errors.	Communication is incomprehensible.
Timeliness	Posts initial response and engages with peers well before the deadline.	Submits initial response and interacts with peers before the deadline.	Posts initial response and engages with peers but close to the deadline.	Submits initial response after the deadline but engages with peers.	No timely contribution.
Overall Contribution	Adds significant value to the discussion through insights, analysis, and interaction with peers.	Contributes positively to the discussion and interacts with peers constructively.	Makes basic contributions but lacks consistent depth in insights or interaction.	Offers limited or sporadic input, with minimal interaction.	No meaningful contribution.
Total Points	13	10-12	7-9	4-6	0-3

Note: The rubric assesses various aspects of the discussion board participation, including content knowledge, critical thinking, engagement, communication, timeliness, and overall contribution. Each criterion is assigned a specific point value, and the total points determine the overall assessment of the student's participation.

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 2 for more details)

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)

Classroom Observation Form (5 Structured Observation Forms) See calendar for 5 due dates.

During each observation, use the structured form (found in Bb under Course Resources) to record specific observations related to proactive and restorative classroom management strategies. Focus on the interactions between the teacher and students, the use of proactive techniques, and the implementation of restorative practices. Take note of any notable observations, strategies, or instances that align with proactive and restorative approaches. You will complete 5 Observations Forms and use them to write the "Classroom Management Observation Report".

Classroom Management Observation Report Due Sunday/Bb/WK13 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)

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 Bb under Course Resources.

Lesson Plan Unit due WK 11 & Narrative-Based Context for Learning Due Sunday/ Bb/ WK 9

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 Resources" 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 12.**

You will be graded separately for 3 lesson plans. These will be evaluated by the department Lesson Plan Rubric. 75 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 Template found on the Course Resources in Blackboard. You will develop the lesson plan Unit, step-by-step.

Observation 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 on the Observation Report. 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 or Alpine High 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 mentor 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 one lesson. Form is available in blackboard under Course Resources.

Observation 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.

MUST BE LEGIBLE.

Submit the Observation Field Experience Log in Blackboard by WK 15. Must have original teacher initials and signature. This required TEA form 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 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 15.

We have adopted a new SRSU lesson plan template. All lesson plans in EDUA 4322 will follow this format, and when you begin your student teaching, your university supervisor will require this LP template for lesson plans observed. In this class you will complete the following tasks to provide you experience in analyzing student data and deciding how best to use the information to guide future instruction.

Assignment 1 Part A: Narrative-Based Context for Learning Due: Sunday/ WK 9

Assignment 1 Part B: Lesson Plan Unit Due Sunday/WK 11

Assignment 1 Part C: Instructional Materials Due Sunday/ WK 8

Assignment 1 Part D: Planning Analysis Due Sunday/ WK 11

Assignment 2 Part A: Video Recording Due Sunday/WK 12 &

Assignment 2 Part B: Instruction Analysis Due Sunday/ WK 13

Assignment 3 Part A: Student Work Samples Due Sunday/WK 12

Assignment 3 Part B: Direct Feedback on Student Work Samples Due Sunday/WK 13

Assignment 3 Part C: Assessment-Analysis Due Friday/ WK 15

Assignment 3 Part D: Evaluation Criteria (Data Chart) Due Sunday/WK 14

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.