



CIED 5390 Advanced Methods in Classroom Management and Discipline Fall 2017

CIED 5390 is a required course for the combination Post-Bac Certification and Master of Education Program

College of Education, Department of Curriculum & Instruction

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** I am always available by email and will try to get back to you within 24 hours. Please allow a reasonable amount of time for a response.

Class Format: The content of this course is delivered online using SHSU Online (Blackboard). More specifically, course concepts are learned through self-study, online peer discussions and responses, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products and discussions.

Following best-practices and because a separate technology course is not part of the alternative certification program, technology is infused into course curriculum as a tool to enhance the learning in the content area. Selected technology tools are employed to help the candidate obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology used in this course is an integral part of how the classroom functions. However, the focus of each module and/or activity is the curriculum outcome, not the technology.

Class day and time: Online

Class location: Online

Course Description: This course is designed for K-12 educators of all subject areas. Increased proficiency in classroom management skills is the primary objective of the course. Educators will be provided with an understanding of the factors influencing individual and group behavior in school settings; methods of diagnosing school and classroom factors that may be eliciting the problem; and the options available for influencing student behaviors.

Textbooks: Online readings from digital books and professional journals

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Sixth Edition. Washington, D.C.: American Psychological Association.

Wong, H., & Wong, R. (with Jondahl, S., & Ferguson, O.). (2014). *The classroom management book*. Mountain View, CA: Harry K. Wong Publications, Inc.

Course Objectives: The following objectives will be met during this course:

1. Analyze classroom arrangements for safety, effectiveness, and efficiency
2. Investigate, develop, and employ strategies for promoting and maintaining a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence
3. Identify rules, consequences, and rewards to effectively management student behavior
4. Analyze a variety of methods to include students, administrators, counselors, other teachers, parents and other professionals (as needed) into students' learning
5. Design a comprehensive plan for the first days of school

Standards Matrix:

Located on Blackboard

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning fundamental principles, generalizations, or theories (classroom management)

Important: Learning to apply course material (to improve thinking, problem solving, and decisions) as it pertains to effective classroom management

Course/Instructor Requirements:

Late assignment policy

Assignments are due at midnight on the established due dates (Central Standard Time). There will be a point deduction of 50% of total points for that assignment if turned in within first 24 hours after due date. After that, I will not accept late assignments.

Time Requirement

For each semester course hour attempted, at least three hours outside of the class time is expected. It is expected that if you are enrolled in this course, you can meet the time requirements.

Professionalism Policy

The frequency with which you check the status of the course in Blackboard, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the program.

In addition, the use of the same or similar work (even though it is your own) across courses within the Masters and/or Post-Bac program, is NOT acceptable. In each course, original work is expected -- not work used precisely as used in another class, OR work similar to work used in another class but with a few changes to make it appear different. Original work in each course is expected.



The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Graduate Program.

Textbook Requirement

Purchasing the necessary texts for an online course is the responsibility of the candidate. Required textbooks are essential for the successful completion of the module activities.

GPA Requirements

The candidate must maintain a cumulative GPA of at least 3.00 on all graduate level coursework. Candidates who earn one grade of "F" or three grades of "C" in 500-, 600- or 700-level courses will be terminated from the program. A candidate cannot graduate with three grades of "C" in a graduate program.

Course Outline

Assignments

Wiki page introduction – 20 points

Begin by introducing yourself and posting a picture. Then briefly address the current degree you are seeking (include Masters or Masters with Certification, etc.), why you are seeking this degree, and whether you are currently a certified teacher. Next, share why you are/wish to be a teacher. In addition, share why you think classroom management is important in teaching. Finally, share any interesting information you would like us to know about you.

Philosophy of Education paper – 50 points

It is important to be aware of your own educational philosophy since it helps you focus on why you make the decisions you make when you plan for your lessons and implement these lessons. Through the writing of your own philosophy, you will see more clearly your own goals and values. Your Educational Philosophy is a description of your goals and beliefs as a teacher. There really is no such thing as "the" philosophy; our philosophies are a reflection of our own beliefs, experiences and training. Your 1 to 2 page paper should be written in APA format.

Classroom Scenarios – 50 points (25 points each)

During the course, you will be presented with two classroom scenarios where student misbehavior has occurred. You will write a 2-paragraph response for each scenario. The first paragraph will include how you would respond to the student misbehavior. The second paragraph will include the reasons why you chose to respond as you did. You will need to support your response with information from the textbook, videos we watched, and/or articles we read. Be sure to cite your source(s) according to APA format.

Classroom Management Plan: Ideal Classroom – 100 points

As teachers, we can solve many minor behavior problems by strategically placing student desks and other items, such as the trash can, teacher's desk, and pencil sharpener, correctly in the room. Using the readings from this course along with your educational philosophy, you will design your ideal classroom AND write a narrative describing your ideal classroom. Your 2 to 3 page paper should be written in APA format.

Classroom Management Plan: Classroom Procedures – 100 points

You will identify a minimum of 5 procedures that are most important for the students to follow in your classroom. For each of the five procedures LIST, in the most logical order, the steps the students must follow. This assignment should be 1 to 2 pages in length and should be written in APA format.

Classroom Management Plan: Behavior Management Plan – 100 points

Think of your Behavior Management Plan as formal notes to remind yourself of rules, expectations, and consequences that must be shared with your students. Using the readings from this course and your own personal educational philosophy, you will design your behavior management plan AND write a narrative describing it. Your 2 to 3 page paper should be written in APA format.

Classroom Management Plan: Communication Plan – 100 points

For your communication plan, you will have the opportunity to choose from two prompts and develop your communication plan. You are required to cite 2 additional resources in addition to the resources used in this class to justify your responses. This 2 to 3 page paper should be written in APA format with citations.

Classroom Management Plan: First Week Plan – 100 points

Through this assignment, you will create a detailed first week plan for a course of your choice in the content area and grade level you intend to teach (or are already teaching). The plan should detail the first three to five days of ONE course using the College of Education lesson plan format for each day. Class periods must be planned for 50 minutes each. You will also provide a reflection and explain how effective instructional planning through lesson and unit planning are related to good classroom management. Each day should be 1 to 1 ½ pages (3 to 5 pages **total**) along with a ½ to 1 page reflection.

Case Study – 100 points

For this assignment, you will document the behaviors of a challenging student in your classroom. You will find a minimum of three scholarly articles (in addition to those assigned in class) to help you develop a knowledge base related to the issues facing this student. You will select research-based interventions for this student and document the results as you work with this student. You will write a reflection paper toward the end of the course. More guidelines will be provided during the course.

Grades

Learning Opportunities/Assignments	Points
Wiki page Introduction	50
Philosophy of Education paper	50
Classroom Management Plan: Ideal Classroom	100
Classroom Management Plan: Classroom Procedures	100
Classroom Management Plan: Behavior Management Plan	100
Classroom Management Plan: Communication Plan	100
Classroom Management Plan: First Week Plan	100
Classroom Scenarios (for those seeking certification)	100
Case Study (for certified teachers)	100
TOTAL OF POINTS	700

Grading Scale:

630-700 points	A
560-629 points	B
490-559 points	C
489 points or lower	F

Expectations:

Note: The course instructor may alter the course assignments/schedule as necessary to enhance teacher candidate learning. Any changes will be announced in a timely fashion to candidates.

Schedule

Course Calendar is posted on BB.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: N/A
 - Technology during exams: N/A
 - Technology in emergencies: N/A
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Because this is an online class, your attendance will be measured by the frequency with which you



check the status of the course in Blackboard as well as the frequency with which you check your SHSU email.

Course Expectations

Technology Requirements

It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, scanning documents, conducting online research, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete the assignments. It is also necessary that candidates have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. It is also expected that graduate candidates who register for an online course feel comfortable using a computer.

Bibliography

- American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Sixth Edition. Washington, D.C.: American Psychological Association.
- Burden, P., & Byrd, D. (2013). *Methods for effective teaching: Meeting the needs of all students*. Sixth Edition. Boston, MA: Pearson.
- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass Publishing Co.
- Parkay, F. (2013). *Becoming a teacher*. Ninth Edition. Boston, MA: Pearson.
- Tokuhamma-Espinosa, T. (2014). *Making classrooms better: 50 practical applications of mind, brain, and education science*. New York, NY: W. W. Norton & Company.
- Whitaker, T. (2012). *What great teachers do differently: 17 things that matter most*. Second Edition. Larchmont, NY: Eye on Education.
- Wong, H., & Wong, R. (with Jondahl, S., & Ferguson, O.). (2014). *The classroom management book*. Mountain View, CA: Harry K. Wong Publications, Inc.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs

([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.