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 and Instruction

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Office hours:

> *To avoid waiting for a face-to-face meeting, please make an
> appointment. Do not hesitate to contact me anytime, via
> email or phone. I am out of the office most of the time in the
> field but can be contacted via email regularly*

Day and time the class meets: Online

Location of class: Online

Course Description:

This course provides a survey of classroom management and discipline approaches appropriate in a public school setting. A range of management approaches and models will be critiqued. Study will include the philosophical foundations and integration of these models.

IDEA Objectives:

In this course our focus will be on these 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

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.
ISBN 1-4338-0562-6

Lindberg, J.A., Kelley, D.E., Swick, A.M. (2005). *Common-Sense Classroom Management for Middle and High School Teachers*. Thousand Oaks, CA: Corwin Press.
ISBN 0-7619-3160-0

Tucker, G. (2015). *First Year Teacher Notebook (Revised Edition): The Heart of Teaching Series*. Amarillo, TX: GKT Consulting, Inc. (806)353-7291. www.gingertucker.com. Available on Amazon.

Course Format:

The content of this course is delivered online using SHSU Blackboard and various Web 2.0 tools. 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.

Course Content (Brief Overview):

- Course overview, technology explanations and explorations
- Theoretical foundations for classroom management
- Roles of the professional
- Philosophy of teaching
- Models for instructional strategies based on individual learning styles

- Models for classroom organization and arrangement
- Classroom Procedures
- Behavior Management Plan: rules, consequences and rewards
- Communication skills
- First Week Plan

Course Requirements:

Late Assignment Policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by 11:59PM the day due unless otherwise noted by the professor (NOTE: All due dates/times are based on Central Standard Time (CST)). Submission of work after 11:59PM CST will be considered late.

Late assignments will be reduced by 10% of points earned for every day late. All assignments must be completed to receive a grade in this course.

Time Requirement

For each hour in class, the candidate will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism Policy

Professionalism is expected, both in the course and in the public schools. If individual assignments possess a striking similarity to another candidate's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The candidate should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. Attendance, punctuality, the quality of interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine professionalism, which in turn, signals the candidate's readiness to advance in the 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.

Assignments:

a. **Readings, Viewings, Postings**. This online course is divided among individual modules. Class documents, assignments, handouts, and reviews can be found on SHSU Blackboard and will be available for reading prior to actual due dates. Candidates have specific due dates to either post answers or responses on SHSU Blackboard or in other Web 2.0 tools to colleagues or to specific assignments to the instructor/professor. The evaluations of these postings and responses will be made by the instructor/professor utilizing the SHSU Blackboard Discussion Board or other Web 2.0 tools and designated rubrics provided with each assignment. Late, incomplete, or incorrect posting will lose professionalism points.
b. **Coffee Lounge.** The Coffee Lounge link is available for students to ask the professor or peers general questions or voice concerns about this course. The link will be available within each of the modules. Review of all entries should be done first to see if the topic of your question or concern is already listed and been addressed. If you still need assistance after using the Coffee Lounge, Please email the professor.
c. **Philosophy of Education**. Examine beliefs about school, students, teaching, and classroom management. Create a personal philosophy of education shield and write a personal educational philosophy essay.
d. **Personal Classroom Management Plan**. Plan ideal classroom, procedures and transitions, behavior management, communication, and first week to effectively meet the needs of students and provide for their success

All course and program requirements must be completed by the assigned due dates in order to receive a grade in this course.

NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:
http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

Conceptual Framework Statement:

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

Enhancing The Future
Through Educator Preparation
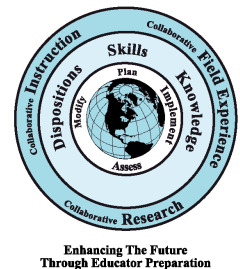
College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards Matrix:

Course Objectives *The Candidate will:*	Course Activities	Performance Assessment	Standards Alignment D/DP: Dispositions & Diversity Proficiencies CF: Conceptual Framework TS: Texas Educator Standards/Competencies N: NCATE Knowledge & Skills Proficiencies
✓ Analyze classroom arrangements for safety, effectiveness, and efficiency	✓ "True Colors" Assessment and Activity ✓ ***Based on literature research on effective classroom management***, design and describe a classroom ideal for a diverse student population and for the candidates preferred type of instruction	✓ Classroom Management Plan – Ideal Classroom ✓ Discussion of diversity required in an ideal classroom.	**D/DP: 1, 6, 7, 10** **CF: 1, 3** **TS: 2.19k, 2.20k, 2.21k, 2.22k, 2.18s, 2.19s** **N: 1c, 1f, 1g**

✓ 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	✓ Examine personal beliefs about schools, students, teaching, and classroom management and create a personal philosophy of education shield to represent these beliefs ✓ Positive Climate Experiment ✓ ***Based on literature research on effective classroom management***, develop classroom procedures that minimize classroom disturbances and maximize student learning	✓ Philosophy of Education Essay and Shield ✓ Positive Climate Experiment Reflection ✓ Classroom Management Plan – Classroom Procedures	**D/DP: 1, 2, 3, 6, 7, 10** **CF: 1, 3** **TS: 2.6k, 2.8k, 2.9k, 2.10k, 2.11k, 2.6s, 2.8s, 2.9s, 2.10s** **N: 1b, 1c, 1f, 1g, 3c, 4a**
✓ Identify rules, consequences, and rewards to effectively management student behavior	✓ Teacher Look Experiment ✓ ***Based on literature research on effective classroom management***, design and describe a plan to establish a classroom characterized by respect, compassion, and high expectations for behavior and achievement	✓ Teacher Look Experiment Reflection ✓ Classroom Management Plan- Behavior Management Plan	**D/DP: 1, 2, 3, 6, 7** **CF: 1** **TS: 2.14k, 2.16k, 2.14s, 2.15s** **N: 1c, 1f, 1g, 3c**
✓ Analyze a variety of methods to include students, administrators, counselors, other teachers, parents and other professionals (as needed) into students' learning	✓ ***Based on literature research on effective classroom management***, develop an effective, proactive system of communicating with parents ✓ ***Based on literature research on effective classroom management***, plan techniques to ensure personal teacher time for every student ✓ Outline parent-teacher conferences, positive phone calls home.	✓ Classroom Management Plan – Communication Plan	**D/DP: 1, 5, 6, 7** **CF: 1, 3** **TS: 2.12k, 2.15k** **N: 1b, 1c, 1f, 1g, 4a**
✓ Design a comprehensive plan for the first days of school	✓ ***Based on literature research on effective classroom management***, develop a comprehensive plan to introduce a course, break the ice, and pre-assess students' prior knowledge	✓ Personal Classroom Management Plan - First Week Plan	**D/DP: 1, 5, 6, 7** **CF: 1, 3** **TS: 2.4k, 2.5k, 2.6k** **N: 1b, 1c, 1f, 1g**

Dispositions and Diversity Proficiencies: See program requirements above
Conceptual Framework: http://www.shsu.edu/~edu_edprep/
NCATE Unit Standards: http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4
State PPR Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

Course Evaluation:

Assignment	Total Points Possible
Class Webpage	35
Philosophy of Education	30
Philosophy Shield	10
CMP: Ideal Classroom	50
Positive Climate Experiment	40
CMP: Classroom Procedures	75
Teacher Look Experiment	45
CMP: Behavior Management Plan	100
CMP: Communication Plan	110
CMP: First Week Plan	105
Total Points	600

540-600----A
480-539----B
420-479----C

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate/teacher candidates.

Expectations:

Professional Participation
It is expected that graduate candidates be active (engage with all course materials), enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted.

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, and 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. Online courses move quickly and all candidates need to hit the ground running. *This is NOT a place to begin learning the technology skills necessary for success.*

Assignments Across Coursework
The use of the same of 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 made to appear to make it different. Original work in each course is expected. Use of assignments across courses in the Program will result in a conference with the Professional Concerns Committee and the Chair of Curriculum and Instruction and possible removable from the Program.

Student Interaction Policy
Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.
- Do NOT text, e-mail, or access student My Space or Facebook pages.
- Do NOT call students on their cell phones or home phones.
- Do NOT give students rides or socialize with them or their families.
- Contact with students outside of school is prohibited.

Additional Information:

Please visit http://www.shsu.edu/syllabus/ for additional Sam Houston State University syllabus information regarding:
- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom