



CISE 4394.03

Classroom Management for Secondary Schools Fall 2017

(CISE 4394 is a required course for Secondary Education and 8-12 Certification.)

College of Education Department of Curriculum and Instruction

Instructor: Jaime Cain, MEd
Office: TEC #224 Cell: 713-392-6974
Skype: jaimelc02 e-mail: jaimecain@shsu.edu

Office hours:

Monday	10:00-12:00pm	Willis
Mon-Thurs	7:30pm-9:30pm	Skype/Text**
Thursday	10:00am-12:00pm	Wunsche

(Access Skype and information about Skype at <http://www.skype.com/>)
Skype name:

Day and time the class meets: Monday – Friday 8:00AM – 11:50AM

- *August 8th-15th *October 26th (Job Fair 8-12 p) (PD 12:30-3 pm)
- *August 10th – NO CLASS – Student Teacher Orientation
- *August 18th – First of School Training and Meet with University Supervisor

Location of class: TWC 255

Course Description:

This course is a field-based course requiring extensive, practical field based application in the public school setting. In addition, this course provides a survey of classroom management and discipline approaches appropriate in a public school setting. A range of management approaches will be investigated, critiqued, and applied to the classroom. All required assignments have detailed assignment sheets and rubrics to assist learners in their growth as a professional educator. Students will be expected to model the management strategies taught in the classroom and to justify their management choices. A minimum of thirty hours will be spent in field experiences in a public school classroom. During Field Experience, students will assist a secondary public school teacher, work with of students, and teach lessons in their content areas.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- ☐ Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- ☐ Important: Learning to apply course material (to improve thinking, problem solving, and decisions)

Suggested, not required, textbook:

Whitaker, T., Whitaker, M., & Whitaker, K. (2016). *Your first year: How to survive and thrive as a new teacher*. New York, NY: Routledge.

Tk20 Account statement

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format:

This course will be taught through lecture, modeling, small group work, cooperative learning, online activities, in class activities and field experience. To be successful, students are encouraged to manage time and put great effort into their assignments.

Course Content

During the semester, we will cover the following topics:

- ☐ Classroom Arrangement and Materials Organization
- ☐ Developing Rules, Procedures and a discipline plan
- ☐ Managing Student Work
- ☐ Preparing for the First Days of School
- ☐ Proactive Management
- ☐ Parent Communication
- ☐ Managing Problem Behaviors
- ☐ Managing Groups/Diversity
- ☐ Preventive, Supportive and Corrective Discipline
- ☐ Positive Communication

Course Requirements:

Check BLACKBOARD and your E-MAIL account often. I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail.

IN OTHER WORDS: CHECK YOUR SHSU EMAIL OFTEN!!!!!!

Attendance Policy

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours (equals to 1 class day) of absence provided by university policy should be used carefully **for illness and emergencies**.

Attendance (absences, tardies, early exits) will be documented each day. On the second absence, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. On the third absence, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Candidates are to **sign in on the roll sheet** provided at the beginning of each class. It is the candidate's responsibility to sign in. This is how attendance will be marked. The professor does not have to credit any absences recorded because the candidate failed to sign in.

Daily grades are given for in-class assignments. **In-Class assignments cannot be made up, so attendance is essential.** Assignments need to be turned in on the due date by midnight central time. If for some reason you are unable to bring in an assignment, email it, or have a friend bring it in when it is due. **Late work may result in a 10% deduction per day from your grade.**

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. **Check Blackboard & your SAM email regularly for announcements and materials.**

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

Note: All absences will result in a reduction of the grade earned for this class.

Late Assignment Policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due at the beginning of class OR as assigned. Electronically submitted assignments will be considered “on time” if submitted by midnight on the due date, unless otherwise noted (*NOTE: All due dates/times are based on Central Standard Time*). Submission of work after midnight will be considered late. Late assignments may receive a **10% deduction in points for each day late up to 2 days**. After 2 days, the assignment will be given a zero. In other words, **NO LATE WORK WILL BE ACCEPTED AFTER 2 DAYS**. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed to receive a grade for this course.

Assignment Re-Dos

You may be asked to re-do assignments that do not meet expectations (lower than 80%). Focus on, **GROWTH not GRADES!** However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments and still preserve a quality grade. I will give you a timeline for each specific submission. To request a re-do, you will need to make an appointment with me. The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are hastily completed, and of very poor quality will not be given this consideration.

Professionalism

Attendance, punctuality, 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 teacher education program.

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by professional behavior.

Professional behavior indicators:

- **EMAILS:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address all professors as Dr.
- **YOUR COLLEAGUES:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean

you cannot relay important information about a colleague to either professor, but it does mean you need to do this in a private setting and then keep it to yourself.

- **ATTIRE:** The way you present yourself within the school is critically important. The school administrators/teachers/colleagues are looking to you as a representative of Sam Houston State University as well as the entire teaching profession. The following criteria should be used when selecting what to wear:

- cover all tattoos;
- remove all piercing jewelry with the exception of those in ear lobes;
- tops should fit appropriately and not too tight
- pants must fit appropriately and be worn at the waistline;
- flip flop style shoes are unacceptable as are athletic style shoes;
- capris are unacceptable;
- no cleavage, bust or butt, is appropriate;
- conservative tasteful jewelry is acceptable;
- leggings are inappropriate.
- clothes should be neatly pressed.
- hair should be clean and neat and of a “natural” hair color.
- facial hair neatly trimmed mustache or beard.

- **CLASS PREPARATION:** Professionals are on time and fully prepared for class! All reading assignments are to be completed and *reflected upon* prior to the day they are due.

- **CONVERSATIONS:** Classroom conversations should be limited to general topics that don’t include private information. It is very easy to undermine the climate of the class by sharing information that others might find offensive. You mentor teacher should only be discussed in positive terms. If you feel you cannot do that, please refrain from mentioning your mentor in our classroom. It goes without saying that you should NEVER mention your mentor AT ALL outside our classroom. This means there should be no sharing of information about your mentor to your colleagues or anyone who is not associated with this class (i.e. roommates, boy/girlfriends, etc.). **We are guests at the school, and as such, we are to speak in a supportive manner about the school. Any individual problems with your mentor should be shared with the professors only.** All conversations including those with your colleagues, your professors, your mentor, and the students at the school should be professional and contain no information that is not fully true.

- **DUE DATES:** You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same.

- Other Professional Teacher Candidate Professional Expectations:

1. Participate in all class activities
2. Arrive to class on time and stay for the full class
3. Submit work on time
4. **Turn your cell phone OFF or on SILENT as well as placing out of sight.** This includes refraining from stepping out of class to make or receive calls (or texts) during class time.
5. Refrain from working on assignments for this or other classes during class time.

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

Time Requirement: If you enroll in this course, it is assumed you are able to meet the time requirements. No considerations for other courses, employment, and additional commitments will be made.

Student Interaction Policy: Relates to **Sam Houston State University Academic Policy Statement 100728**

- ☐ Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.
- ☐ Do NOT text/e-mail students or access student MySpace, Facebook, or other social media sites.
- ☐ Do NOT call students on their cell phones or home phones.
- ☐ Contact with students outside of school is prohibited.
- ☐ Do NOT give students rides or socialize with them or their families.
- ☐ Never be alone with any student, male or female.

Student Syllabus Guidelines

SHSU Academic Policy Manual -- Students

- o [Procedures in Cases of Academic Dishonesty #810213](#)
- o [Disabled Student Policy #811006](#)
- o [Student Absences on Religious Holy Days #861001](#)
- o [Academic Grievance Procedures for Students # 900823](#)

SHSU Academic Policy Manual – Curriculum and Instruction

- o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

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. No visitors are allowed at the field experience location.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#) / [CAEP Standards](#)

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES COMPETENCIES Aligned With This Course

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe the vision of an *Ideal Teacher*.

In this course, two Competencies, (5) and (6).

- **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.
- **Competency 006** – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

The Conceptual Framework and Model

The [COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students 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 preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiencies (DDPs)

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

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.

Your professor continually collects data for research. Your assignments, class discussions, etc. may be used. Your personal information will be anonymous.

Standards Matrix for CISE 4364

A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Conceptual Framework/ <i>N</i>	State Standards -
------------------------------	---	------------------------	--------------------------------	-------------------

			CATE Standards	new
The Candidate will be able to organize and arrange a classroom and related supplies.	<ul style="list-style-type: none"> ✓ In class assignments ✓ Classroom Management Presentation research ✓ Classroom Management Plan – Ideal Classroom Section ✓ Evaluate the mentor teacher's classroom arrangement and organization. 	<ul style="list-style-type: none"> • Classroom Management Plan – Ideal Classroom Section (see attached Assignment Sheet & rubric) • Classroom Management Scenarios • Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) 	CF1, CF3, 1, 3	4.A.ii & iii 4.B. I & ii
The Candidate will be able to identify rules, incentives and consequences.	<ul style="list-style-type: none"> ✓ In class assignments ✓ Classroom Management Presentation research ✓ Classroom Management Plan- Discipline Plan Section ✓ Evaluate the mentor teacher's classroom arrangement and organization. 	<ul style="list-style-type: none"> • Classroom Management Plan- Discipline Plan Section (see attached Assignment Sheet & rubric) • Classroom Management Scenarios • * Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) 	CF1, 1, 3, 4	4.A.ii & iii 4.C. i-iii 6.A.i-iii
The Candidate will be able to detail procedures	<ul style="list-style-type: none"> ✓ In class assignments ✓ Classroom Management Plan- Procedures Section ✓ Evaluate the mentor teacher's classroom arrangement and organization. 	<ul style="list-style-type: none"> • Classroom Management Plan – Procedures Section (see attached Assignment Sheet & rubric) • Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) 	CF1, CF3, 1, 3	4.A.ii & iii 4.C. i-iii 6.A.i-iii
The Candidate will be able to plan, in detail, and prepare a plan for the first days of school.	<ul style="list-style-type: none"> ✓ Evaluate a plan for others. ✓ Classroom Management Plan- First Day of School Section ✓ Discuss with Mentor Teacher suggestions for the first days of school. 	<ul style="list-style-type: none"> • Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) • Personal Classroom Management Plan- First Day of School Section (see attached Assignment Sheet & rubric) 	CF1, CF3, 1, 3, 4	2.A.i-iii 2.C.ii 4.A.i- iii 4.B.i&ii 4.C.i-iii 4.D.ii 6.A.i-iii & 6.C.i
The Candidate will be able to utilize Bloom's, Gardner's & Payne's research and Learning Styles to plan engaging lessons and develop respect and rapport with their students.	<ul style="list-style-type: none"> ✓ Review each theory for complete understanding. ✓ Plan lesson and teach lesson. ✓ Visit with the mentor about strategies for creating a climate of respect and rapport. 	<ul style="list-style-type: none"> • Form A Evaluation of lesson by Mentor and University Supervisor • Teacher Work Sample • Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) • Classroom Management Scenarios 	CF1, CF3, CF4, 1, 3, 4	2.C.i 3.A.iii 4.C.ii & iii 5.C.i&ii 6.A.i
The Candidate will be able to compare and evaluate methods of motivating all students.	<ul style="list-style-type: none"> ✓ Students will discuss motivational strategies with their mentor and find out how different children in the classroom require different strategies. ✓ Classroom Management Scenarios Research ✓ Collect data on motivational strategies used by the mentor teacher using the Field Experience Log Assignment Sheet 	<ul style="list-style-type: none"> • Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) • Classroom Management Scenarios 	CF5, 1, 3, 4	4.A.ii-iii 4C. i-iii

The Candidate will be able to determine, from a variety of methods, how best to include administrators, counselors, other teachers and parents and other professionals (as needed) into their students' learning.	<ul style="list-style-type: none"> ✓ Role-play parent-teacher conferences, positive phone calls home. ✓ Classroom management Presentation research ✓ Classroom Management Plan – Communication Plan Section ✓ Interview mentor teacher concerning administration, counselor and other teacher involvement. ✓ Collaborate with principals and counselors about various roles they play in the classroom. 	<ul style="list-style-type: none"> • Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) • Classroom Management Plan – Communication Plan (see attached Assignment Sheet and rubric) • Classroom Management Presentation (see attached Assignment Sheet and rubric) 	CF1, CF3, 1, 3, 4	4.D.iv 5.B.iii 6.A.i-iii 6.B.i-ii 6.C.i 6.D.i-iii
The Candidate will complete supplemental assignments:	<ul style="list-style-type: none"> ✓ Complete supplemental assignments consisting of reading journal articles, books, or reports on web-sites, video material, or presentations. 	Other assignments as determined by instructor		6.A.i-iii

The above “Standards Matrix” allows one to see the relationship between the state standards, the learning outcomes, activities, and assessments of the course. State Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Assignment Title	Description	Competencies Addressed	Points
In-Class Activities/Participation	Activities done in class; score is based on your mastery of these activities done during class time only.	5, 6	150
Professionalism	See above corresponding section		200
Classroom Management/Whitaker Study Guide	Each student will write a personal classroom management plan and complete the four sections of Whitaker Study Guide. This plan will include a diversity plan, rules and procedures, a discipline plan, first days plan, ideal classroom, communication plan, and emergency plan.	5, 6	400 (eight assignments @ 50 each)
Resume/Cover Letter/Philosophy of Education/ Mock Interview	Personal Resume -Each student will compile information and documentation and produce a professional and employment- ready resume. (www.resumes-for-teachers.com) Cover Letter -Each student will write and attach a professional cover letter to the resume. Philosophy Essay -Each student will write a 2 page essay describing their personal beliefs, attitudes, and philosophy about the teaching profession and student academic success. Mock Interview – Each student will prepare and conduct a mock interview		200 (four assignments @ 50 each)
Classroom Management Research Scenarios	Each student will research various classroom discipline theories for given scenarios.	5,6	50
Capstone Portfolio Reflection	Each student will reflect on his/her own teaching. This MUST be uploaded into TK20 as well as in Blackboard.		50
Total Points			1000

Assessment Summary: Grading Scale:

900+	A
800-899	B

700-799	C
Below 700	D

A grade of D or below will result in the candidate taking the course again.

Program Requirements

To receive your final grade for this course, you must complete all program requirements by the assigned due dates. This includes uploading the required documents into TK20.

Bibliography

- DeFrates-Densch, N. (2008). *Case Studies in Child and Adolescent Development for Teachers*. McGraw-Hill Higher Education: Boston.
- Emmer, E., Evertson, C. and Worsham, M. (2006). *Classroom Management for Middle and High School Teachers, seventh edition*. Pearson: Boston.
- Feinstein, S. (2004). *Secrets of the Teenage Brain: Research-Based Strategies for Reaching and Teaching Today's Adolescents*. The Brain Store: San Diego.
- Glasgow, N. and Hicks, C. (2003). *What Successful Teachers Do: Research-Based Classroom Strategies for New and Veteran Teachers*. Corwin Press: Thousand Oaks, California.
- Hardin, C. (2008). *Effective Classroom Management: Models and Strategies for Today's Classrooms, second edition*. Pearson: Upper Saddle River, New Jersey.
- Krononwitz, E. (2008). *The Teacher's Guide to Success*. Pearson Education: Upper Saddle River, New Jersey.
- Levin, J. and Nolan, J. (2007). *Principles of Classroom Management: A Professional Decision-Making Model, fifth edition*. Pearson Education: Upper Saddle River, New Jersey.
- Smith, R. (2004). *Conscious Classroom Management: Unlocking the Secrets of Great Teaching*. Conscious Teaching Publications: San Rafael, California.
- Whitaker, T., Whitaker, M., & Whitaker, K. (2016). *Your first year: How to survive and thrive as a new teacher*. New York, NY: Routledge.
- Wong, H. and Wong, R. (2004). *The First Days of School: How to be an Effective Teacher*. Harry K. Wong Publications, Inc.