

Syllabus

EDU 405B and 505B Instructional Management SEC/P-12 (2 credit hours)

Mondays, 6 – 7:40

Office:

Classroom: Cook 110

Phone:

e-mail:

Home e-mail:

Office hours: Mondays, 10:00-3:45; Tuesdays, 12-3:45; Thursdays; 2-4:45

Course Description: Accompanies fall semester of senior-year experience. Applications of various techniques and approaches to organizing, managing and adapting curriculum materials and the learning environment to meet the needs of diverse learners (including exceptional and LEP students). Development of personal plans for implementing instructional management.

Textbooks: Required:

Canter, L. and Canter, M. (2010). *Assertive discipline: Positive behavior management for today's classroom*. Los Angeles: Canter. (Must be the NEW 4th edition)

Wong, H.K. & Wong, R. T. (2009). *The first days of school*. Mountain View, CA: author. (Must be newest edition.)

Clement, M. C. (2014). *Your Guide to Finding a Job in Education*. FREE download from www.neamb.com. Go to professional, then professional development, then articles, click on one about jobs. The download is to the right.

Purpose and Nature of the course:

This course is designed for undergraduates and graduate candidates participating in student teaching and graduate students completing internships. The purpose of the course is to familiarize candidates with a variety of approaches to classroom management and to help each student develop his/her own plan for management and active learning.

Candidate learning outcomes: (INTASC goals are referenced.)

The candidates will:

1. become familiar with the theorists and current writers in the field of classroom management. (INTASC 9 Head)

2. become aware of the importance of active learning strategies, thorough lesson plans, and engaging teaching in establishing positive classroom management. (INTASC 10 Heart)
3. Learn multiple strategies for setting up, organizing, and becoming established in one's first classroom. (INTASC 5)
4. Know what constitutes a classroom management plan and how to implement one. (INTASC 5)
5. Examine direct and indirect teaching methods, as well as methods for group work. (INTASC 5)
6. Learn about the differences in classroom management and discipline, as well as become familiar with the history and current law on discipline in Georgia classrooms. INTASC 10
7. Become more familiar with both academic and behavior assessments in the classroom. INTASC 9 They reflect on their practice.
8. Be aware of ways to build strong communication with parents, colleagues, and administrators. INTASC 5) They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.

Evaluation components and grading scale: By the end of the semester, candidates will be able to:

1. Write lesson plan that includes management strategies. (Assesses 2, 5, and 7 above.)
2. Write a personal management plan (Assesses 1, 3, 4 above.)
3. practice classroom organization and routines in their field experience (evidenced in lesson plan)
4. observe, discuss, and reflect on a variety of methods used in today's classrooms, understanding the theoretical, historical, and legal issues associated with those methods (evidenced in lesson plan)
5. practice the assessment of student's academic and behavioral achievements. (evidenced in reflection piece of lesson plan) Assesses 6 above.
6. communicate with parents through letters, phone calls, and conferences. (letter) Assesses 8 above.

Evaluation and Grading/Special Requirements

A total point system is used to determine your grade. The number of points you earn is divided by the number of total points available, for the percentage. Based on the percentage, grades are assigned as follows.

The +/- scale:

94-100% = A	198-211
90-93% = A-	190-197
87-89% = B+	184-189
84-86% = B	177-183
80-83% = B-	168-176
77-79% = C+	162-167
70-76% = C	148-161
60-69% = D	127-147
0-59% = F	0-126

* students must earn a C or better in this class for teacher education.

Points are earned by:

Participation	26 pts.
(Two lates will mean -1 point/ missing more than 15 minutes is minus 1)	
A student interest inventory	20 points
A lesson plan with a one-page reflection	20 points
Mid-term	60 pts.
Parent letter with management plan in Livetext	25 points
Final exam	60 pts.

Details for each assignment and paper will be presented orally throughout the semester. Criteria for assignments are included after the Schedule of Class Sessions. **DO NOT COMPLETE ASSIGNMENTS WITHOUT REFERING TO THE GRADING CRITERIA FOR THAT ASSIGNMENT!**

Field experience/clinical practice

Candidates in this course must teach one lesson in their field experience placement. The lesson must be observed by a cooperating teacher, school or college supervisor, or other certified teacher. **A one-page reflection is due with the plan.**

Use of technology

Candidates will use word processing for assignments. Many websites will be shown and discussed in class for their usefulness with regard to classroom management.

Methods of instruction:

Presentation, lecture, active learning, cooperative group work, questions, discussions, modeling, role-play

Attendance policy:

Candidates are expected to attend each class session and to attend the entire class session. You will earn 2 participation points for each class meeting that you attend and in which you participate. For severe illness (more than 2 absences), please see the professor. Being late does NOT give you full points. Two "lates" equal to minus one point, or leaving early twice means minus one. Missing more than 15 minutes is a minus 1 point. All rules of the Viking Code apply.

"BEING AT SCHOOL," a parent open house, an SGAE meeting, or other functions are NOT excused absences, whether you are a full-time teacher or a student teacher. You have to attend class.

Participation expectations:

1. Be attentive – not texting, receiving calls, checking emails, etc.
2. Be respectful of instructor and other students – not talking when they are, making disturbing noises, etc.
3. Be participatory – participate in discussions respectfully, without profanity, disrespect, or incivility toward instructor or other students.

If a student is not meeting expectations, the professor may ask the student to leave that class. If asked to leave, the student may not return to class until they meet individually with the instructor and a dean or other administrator as deemed necessary by the instructor.

Academic integrity: Consult the Viking Code for a statement of the college's policies.

If a student does not follow the Academic Integrity Policy set by the Viking Code, then the professor will inform the appropriate department chair(s), dean(s) and college provost.

The assignment, paper, or test for which the Academic Integrity Policy is broken can result in a 0 for that assignment. Receiving a 0 on a major paper, assignment, or test may result in a student failing a course.

Special requirements: Candidates will write a student interest inventory, a personalized management plan, teach and reflect on a lesson, and take a midterm and final exam.

**** Students must earn a C or better in this class for teacher education.

Accommodation statement

Students with disabilities who believe that they may need accommodations in this course are encouraged to contact the Academic Support Center in Krannert 329 (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Schedule of Class Sessions

Date	Topic/Assignment/Reading/What's Due
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#1 Aug. 24	Getting started Your teaching/ Interest inventories
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#2 Aug. 31	The first days / positive expectations Read Wong, pages iii-75
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Labor Day is Sept. 7 – NO CLASS

#3 Sept. 14	Basics and how-to's of management Wong, pages 76-145 DUE: Your student interest inventory
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#4 Sept. 21	Must-have procedures Read Wong 145-220
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- #5 Sept. 28 Lesson mastery/ effective assignments
Read Wong, 220-295
- #6 Oct. 5 Mid-term exam
- Enjoy Fall Break – Oct. 12 – no class
- #7 Oct. 19 Being an effective classroom manager Read: Canter, chapters
1-3, pages xi-22
- #8 Oct. 26 DUE: Your lesson plan with observation
and **one-page reflection** – see
criteria in syllabus.
Developing the management plan
Read: Canter, chapters 4-6, pages 23-39
- #9 Nov. 2 Teaching responsible behavior
Read Canter, chapters 7-9, pages 39-58
- #10 Nov. 9 DUE: Parent letter with management
plan (see the criteria!)
Another approach to management–
Chelonda Seroyers
Job Searching: Read the download
- #11 Nov. 16 A behavior management cycle

Read Canter, Chapters 10-12, pages 63-88.

#12 Nov. 23

Reducing disruptive behavior

Read Canter, chapters 13-15, pages 89-118

#13 Nov. 30

Support for management

Canter, Chapter 16

Your job search – how to find a job, create the paperwork, and how to interview.

#14 Dec. 7

In-class Final Exam

Assignments and Papers

ALL PAPERS MUST BE TYPED!! SPELLING AND GRAMMAR COUNT!!

Double space and use a 12 point font.

The standard 10% is subtracted for each day a paper is late. A paper is DUE the night of class and it is due in the form of paper copy. E-mailing doesn't count.

DON'T E-MAIL PAPERS! TURN THEM IN ON PAPER. One assignment will be submitted in Livetext.

The student interest inventory

The student interest inventory is worth 20 points. You will earn the points for :

A one-page interest inventory with at least 8 questions. (2 points each). At least 2 questions must address content material. This should fit on one page and be ready to photocopy and use in your classroom next year.

The last four points are for a ½ page, typed explanation of how you will use the interest inventory and why you chose some of the questions. Explain how this inventory will help you manage the class. If you teach non-readers/writers, explain who will administer the survey and how – especially if you teach pre-k, k, or a class with ESOL/ELL students.

Points will be taken off for spelling and grammar, as teachers need to give students clear papers!

Lesson plan with reflection for classroom management

The Berry-style plan is worth 5 points, the teacher's observation is worth 5 points, and the reflection is worth 10 points. For full credit you should include 1 or 2 TTW goals under goals and objectives. Your reflection should answer these questions:

1. What were students doing during the lesson? Were they attentive? Engaged?
 2. Were there any management/behavior problems? If so, were the problems covert / non-engaged problems or overt / disruptive ones?
 3. What would you change with the lesson or with the management?
 4. If you have answered these three questions, and need to write more for the one-page requirement, then write about the overall management of the classroom and school. Does the teacher use a specific plan from a theorist or not? Does the school support the teachers' plans for management? How did the start of the school year influence the plan?
- The reflection MUST BE ONE PAGE in length.

The Management Plan assignment

Your paper should be a minimum of two pages (12 point font). The papers should be double-spaced and written for the audience – PARENTS AND GUARDIANS (you decide how to address the letter). If at all possible, you should actually use these letters this year or next. In addition, they may fit objectives for inclusion in your portfolio.

Your paper is worth 25 points, as per the syllabus.

For this letter, you may choose the beginning of the school year, or you may make the letter current. Start by saying something positive about the year, the school, the class, etc.

(5 points) Then explain your philosophy of classroom management, (5 points) perhaps explaining why management is different than discipline! After a page of narrative, include your page of classroom rules, supportive feedback, and corrective actions (10 points) (or positives and consequences, you decide on the wording). Do you want parents to respond, and if so, how?

5 points for grammar, punctuation and clarity.

IF YOU PLAN TO USE THESE LETTERS, or any others, remember to first share them with your mentor and principal (interns) or cooperating teacher.

Instructor's Bibliography

- Arnold, H. (2001). *Succeeding in the secondary classroom*. Thousand Oaks, CA: Corwin.
- Burden, P. R. (2000). *Powerful classroom management strategies*. Thousand Oaks, CA: Corwin.
- Clark, R. *The excellent 11*. New York: Hyperion.
- Cummings, C. (2000). *Winning strategies for classroom management*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Evertson, C. M., Emmer, E. T., Clements, B. S., and Worsham, M. E. (1997). *Classroom management for elementary teachers*. Boston: Allyn and Bacon.
- Fuery Ruot, C. (1994). *Discipline strategies for the bored, belligerent and ballistic in your classroom*. Captiva, FL: Sanibel Sanddollar Publications.
- Jones, F. H. (1987). *Positive classroom management*. New York: McGraw Hill.
- Jones, V. F. and Jones, L. S. (2001). *Comprehensive classroom management*. Boston: Allyn and Bacon.
- Kellough R. D. and Kellough, N. G. (1999). *Secondary school teaching: A guide to methods and resources*. Upper Saddle River, NJ: Merrill.

- Stone, R. (1999). *Best classroom practices: What award-winning elementary teachers do*. Thousand Oaks, CA: Corwin.
- Stone, R. (2002). *Best practices for high school classrooms*. Thousand Oaks, CA: Corwin.
- Weinstein, C. S. (2003). *Secondary classroom management*. Boston: McGraw Hill.
- Wong, H. K. and Wong, R. T. (1991). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Harry K. Wong.