

SED 494 / Classroom Management for Secondary Schools
(Formerly SED 394)

SED 494 is a required course for Secondary Education and 8-12 Certification.

College of Education
Department of Curriculum and Instruction



Enhancing The Future
Through Educator Preparation

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Text/Readings:

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

Tucker, G. (2004). **First Year Teacher Notebook: The Heart of Teaching Series**. GKT Consulting, Inc. (806)353-7291.
www.gingertucker.com.

Course Description:

This course is a field-based course requiring extensive, practical field based application (see Field Experience Syllabus for detailed explanation) 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 (see attached) to assist the learner in their growth as a professional educator. The student will be expected to model the management strategies taught in the classroom and be able 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 small groups of students, and teach lessons in their content areas. For specific requirements see the Secondary Methods Block Field Experience Syllabus.

- **Please note:** A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*. **In this course, we will focus on Standard II.**

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard II includes 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.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: State Standards
The Candidate will be able to: - organize and arrange a classroom and supplies.	Weekly in class assignments Personal Classroom Management Plan – Ideal Classroom Section With a partner from a different content area, plan and put up an interdisciplinary Bulletin Board. * Evaluate the mentor teacher’s classroom arrangement and organization.	Classroom Management Plan – Ideal Classroom Section (see attached Assignment Sheet and rubric) Bulletin Board (see attached Assignment Sheet and rubric) * Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	2.19k, 2.20k, 2.21k, 2.22k 2.18s, 2.19s
The Candidate will be able to: - identify rules, incentives and consequences.	Weekly in class assignments Personal Classroom Management Plan- Discipline Plan Section * Evaluate the mentor teacher’s classroom arrangement and organization.	Classroom Management Plan- Discipline Plan Section (see attached Assignment Sheet and rubric) * Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	2.14k, 2.16k 2.14s, 2.15s
The Candidate will be able to: - detail procedures	Weekly in class assignments Personal Classroom Management Plan- Procedures Section * Evaluate the mentor teacher’s classroom arrangement and	Classroom Management Plan – Procedures Section (see attached Assignment Sheet and rubric) * Reflections in Weekly Field Experience	2.6k, 2.8k, 2.9k, 2.10k, 2.11k 2.6s, 2.8s

	organization.	Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	2.9s, 2.10s
The Candidate will be able to plan, in detail, and prepare a plan for the first days of school.	Evaluate a plan for others. Personal Classroom Management Plan- First Day of School Section * Discuss with Mentor Teacher suggestions for the first days of school.	* 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 and rubric)	2.4k, 2.5k, 2.6k
The Candidate will be able to utilize Bloom's Taxonomy, Gardner's Multiple Intelligences, Ruby Payne's Poverty research and Learning Styles to plan engaging lessons and develop respect and rapport with their students.	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.	* PDAS 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)	2.1k, 2.3k, 2.22k 2.1s, 2.4s, 2.20s, 2.21s
The Candidate will be able to compare and evaluate various modes of classroom record keeping.	Internet search for electronic gradebooks. Class discussions on benefits of various methods of record keeping. * Visit with Mentor about record keeping practices.	Comparison chart from internet activity. *Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	2.11k, 2.12k 2.11s
The Candidate will be able to plan and implement cooperative learning activities.	Work with a group to develop a new cooperative learning activity. Compose a plan for a cooperative learning activity for a particular grade and subject. * Visit with Mentor about cooperative learning activities and how cooperative learning is used in the classroom. *Plan and implement a cooperative learning activity	Compilation of all cooperative learning activities. * Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) * Teacher Work Sample (see rubric in Field Experience Syllabus) * PDAS Lesson Evaluation (see rubric in	2.2k, 2.7k, 2.2s, 2.3s, 2.7s

<p>The Candidate will be able to compare and evaluate methods of motivating all students.</p>	<p>* Students will discuss motivational strategies with their mentor and find out how different children in the classroom require different strategies.</p> <p>* Collect data on motivational strategies used by the mentor teacher using the Field Experience Log Assignment Sheet</p>	<p>Field Experience Syllabus)</p> <p>* Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)</p>	<p>2.13k, 2.17k, 2.18k, 2.23k</p> <p>2.1s, 2.16s, 2.17s</p>
<p>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.</p>	<p>Role play parent-teacher conferences, positive phone calls home.</p> <p>Classroom Management Plan – Substitute Folder Template</p> <p>* Interview mentor teacher concerning administration, counselor and other teacher involvement.</p> <p>* Visit with principals and counselors about various roles they play in the classroom.</p>	<p>* Reflections in Weekly Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)</p> <p>Classroom Management Plan – Substitute Folder Template (see attached Assignment Sheet and rubric)</p>	<p>2.12k, 2.15k</p>

Course Requirements

Your grade in this course is based on two components::

Component I. Class Work Assignments

Component II. Field Experience Assignments (see Secondary Methods Block Field Experience Syllabus).

The total number of points possible in this course is 2100. These points are divided as follows:

Component I- Class Work Assignments (Course Specific): Total Points – 700 points

Bell Work – 150 points (Competencies 5 and 6)

Each day as you enter class, you will be given an activity. You will have about 5 to 10 minutes to complete the activity. When time is called the work will be picked up. Late arrivals will not be given credit for the activity.

In Class Assignments – 150 points (Competencies 5 and 6)

During the semester, I will often assign work to be completed in class. To receive credit, you must be present, complete the assignment, and turn it in to me to be graded.

Academic and Performance Goals – 100 points (Competencies 3, 5, 6)

To improve in any area, we must set goals. So, to help you improve as a teacher we require that you consider academic and performance areas where you would like to improve. At various times in the semester, we will reflect upon your progress toward your goals.

Bulletin Board – 100 points (Competency 5)

This semester you will be asked to design, create and put up a bulletin board.

Personal Classroom Management Plan – 200 points (Competencies 5 and 6)

Each student will write a personal classroom management plan. This plan will include your Philosophy of Teaching, a discipline plan, first day plan, procedures and transitions and many other items that will help to prepare you for your first year in the classroom. The assignment sheet and rubric for this plan will be distributed later in the semester.

Component II- Field Experience Assignments (Common to the Block):**Total Points – 1400 points**

- **Points assessed by Mentor Teacher – 500 points**
- **Points assessed by University Professors – 900 points**

Points assessed by Mentor Teacher – 500 points

- **PDAS Observations, lesson plans and reflections – 300 points (Competency 3, 5, 7, 8, 10)**
Twice as you teach one of your three required lessons, you will be evaluated by your mentor teacher. Please be sure to review and discuss your lesson plans with your mentor. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format (**2 @ 100 points each**)
 - PDAS Evaluation Form completed by mentor (**2 @ 50 points each**)
- **Monthly Mentor Teacher’s Feedback – 50 points (5 @ 10 points each)**
At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. Mentors will be asked to comment on your exhibited strengths, areas for improvement and things they would like to see you try. This form will help you, your mentor teacher as well as your university professors monitor your progress in the classroom. Remember...GROWTH NOT GRADES!
☺
- **Overall Mentor Teacher’s Disposition Evaluation – 150 points**
Just as we assess your professional dispositions, the school personnel, especially your mentor teacher, do also. At the beginning of your Field Experience, your mentor teacher will be given a Disposition Evaluation form (see attached). As your time in their classroom ends, your mentor will complete the form and return it to your university professors.

Points assessed by University Professors – 900 points

- **Teacher Work Sample – 550 points (Competency 3, 5, 6, 7, 8, 10)**
Each day that you are in the Field Experience Classroom, you will be observing, implementing, and evaluating information you have learned in the methods’ classroom. To assist you in this process, your methods’ instructors will supply you with a detailed work sample assignment sheet and rubric. We will discuss the information contained in these documents at length.

Basically, the Teacher Work Sample is designed to help you develop a “habit of mind”. In other words, it helps you to learn to think about planning and implementing instruction like an effective teacher. It encourages you to deeply consider the planning cycle including how to use data to drive ongoing planning. (Please see the assignment sheet and the Teacher Work Sample Handbook.)

- **PDAS Observations, lesson plans and reflections – 200 points (Competency 3, 5, 7, 8, 10)**

As you teach one of your three required lessons, you will also be evaluated by one of your University Supervisors. After you have taught the lesson, please submit the following items to your methods professors:

- Lesson Plan in correct format **(100 points)**
- PDAS Evaluation Form completed by mentor **(100 points)**

- **Weekly Field Experience Reflection –150 points**

At the end of each week, you will be asked to complete a reflection form based on your experiences during Field Experience. This form will help you identify areas of strength and areas of needed improvement.

At the end of your Field Experience, you are required to reflect upon the entire experience. Using your Weekly Field Experience Reflections, you will write an overall reflection.

- **Walk-Through Feedback – No points**

As we walk around campus and into your classroom, we will complete a walk-through form. This form is intended to offer feedback on what we observe. Again, GROWTH NOT GRADES! ☺

Evaluation:

Component I- Class Work Assignments:

Bell Work	150
In Class Assignments	150
Academic and Performance Goals	100
Bulletin Board	100
Personal Management Plan	200
Subtotal	700 possible points

Component II. Field Based Assignments:

PDAS Observations, lesson plans and reflections (2 packets)	300
Monthly Mentor Teacher’s Disposition Evaluation	50
Overall Mentor Teacher’s Disposition Evaluation	150
Mentor’s total evaluation points	500 possible points

Teacher Work Sample	550
PDAS Observations and lesson plans	200
Weekly Field Experience Reflection	150
Professor’s total evaluation points	900 possible points

Total for class **2100 possible points**

Grading Scale

A = 1890 to 2100

B = 1680 to 1879

C = 1470 to 1679

Below 1470 = D (must repeat the course)

Class Policies:

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Attendance Policy:

Regular and punctual attendance is required for class, seminars, and field experiences. Course grades may be lowered up to one-half letter grade for each one-hour absence in excess of three hours. **The three hours of absence provided by university policy should be used carefully for illness and emergencies.**

Attendance (absences, tardies, early exits) will be documented each day. After two absences a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. After three absences, 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.

Daily grades are given for class participation and in-class assignments. **Daily work cannot be made up.** Assignments need to be turned in on the due date. 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. **10% will be deducted each class period it is late.**

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.

If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in being counted absent and that procedures for being absent will be followed.

Time Requirement:

For each hour attempted, at least three hours outside class is expected. This 3-credit hour course will meet three to four hours each week. That leaves a minimum of nine hours each week outside of class in which to read, observe, and complete assignments. **It is expected that if you enrolled in this course, you can meet the time requirements.**

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.

Assignment Re-Dos:

You are always welcome to re-do assignments. Remember, 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 if you are not satisfied with your grade. If you choose to re-do an assignment, that resubmission must be made on the following class day.