CI 590 Advanced Methods in Classroom Management and Discipline

CI 590 is a required course for Alternative Certification and the Master's in Curriculum and Instruction

College of Education
Department of Curriculum and Instruction

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Texts: 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.

Recommended Text: *Publication Manual of the American Psychological Association* 5th edition.

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.

Standards Matrix:

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards: State Standards
The Candidate will be able to: - explain how to organize and arrange a classroom and supplies. - Describe their ideal classroom. - Draw a classroom and explain how it is best for a diverse student population and for their type of instruction.	Personal Classroom Management Plan – My Classroom Section Online discussions "True Colors" Assessment and Activity	Classroom Management Plan – My Classroom Section (see attached Assignment Sheet and rubric) Discussion of diversity required in an ideal classroom.	**2.19k, 2.20k, 2.21k, 2.22k** **2.18s, 2.19s**
The Candidate will be able to: - identify rules, incentives and consequences.	Personal Classroom Management Plan- Behavior Management Plan Online discussion Discussion about classroom scenarios	Classroom Management Plan- Behavior Management Plan Section (see attached Assignment Sheet and rubric) Response on scenarios	**2.14k, 2.16k** **2.14s, 2.15s**
The Candidate will be able to: - detail procedures	Personal Classroom Management Plan- Procedures Section Online discussion	Classroom Management Plan – Procedures Section (see attached Assignment Sheet and rubric)	**2.6k, 2.8k, 2.9k, 2.10k, 2.11k** **2.6s, 2.8s 2.9s, 2.10s**

The Candidate will be able to: - plan, in detail, and prepare a plan for the first days of school.	Personal Classroom Management Plan- First Day of School Section Online research Online discussions	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: - 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.	Outline parent-teacher conferences, positive phone calls home. Classroom Management Plan – Parent Communication Online discussion	Classroom Management Plan – Parent Communication (see attached Assignment Sheet and rubric)	**2.12k, 2.15k**
The Candidate will be able to: -explain the relationship between the TEKS, TAKS, Standards, Competencies and the TExES exam.	Online discussion	Online response to discussion question.	**1.19k, 1.21k, 1.23k**
The Candidate will be able to: -write an objective from the Student Expectations in the TEKS	Objective activity Teacher Work Sample – Unit Objective Portion	Completed activity Teacher Work Sample	**1.19k, 1.21k, 1.23k**
The Candidate will be able to: -identify assessments aligned with Objectives, Student Expectations and the TEKS.	Identify 2 assessments aligned with objectives which are not paper and pencil tasks.	Completed activity	**1.25k, 1.26k, 1.30k**
The Candidate will be able to: -write a lesson plan with alignment between objectives, TEKS, Student Expectations, assessments and activities.	Follow format to write a lesson plan with alignment between all components.	Completed Lesson Plan	**1.19k, 1.21k, 1.23k**

Web address for state standards: **http://www.tea.state.tx.us**
Web link to Conceptual Framework: **http://www.shsu.edu/~ncate/concept.html**

Course Format: The content of this course is delivered online using Blackboard. In addition, 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.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):
Essential:
1) Learning fundamental principles, generalizations, or theories (classroom management)
2) Learning to apply course material (to improve thinking, problem solving, and decisions) as it pertains to effective classroom management
3) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important:
1) Developing skill in expressing myself orally or in writing
2) Developing a clearer understanding of, and commitment to, personal values

Course Content:
Course overview, technology explanations and explorations
Theoretical foundations for classroom management
Roles of the professional
Philosophy of teaching to include one's vision and mission
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 Day Plan
TEKS, Objectives and Assessments
Unit planning and daily lesson plans

Course Requirements:
1) **Professional/Participation**.
   It is expected that graduate students be active, 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. Points are lost if these expectations are not fulfilled.
2) **Assignments:**
   A. **Readings, Viewings, Postings**. This online course is divided among the weeks (Monday through Sunday) of a semester. Class documents, assignments, handouts, and reviews can be found on Blackboard and will be available for reading prior to actual due dates. Students have specific due dates to either post answers or responses on Blackboard 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 Online Discussion Board and designated rubrics provided with each assignment. Late, incomplete, or incorrect posting will lose professionalism points.
   B. **Homepage**. The creation of a webpage to introduce yourself to your peers
   C. **Personal Classroom Management Plan**. Your discipline plan, first day plan, procedures and transitions to effectively meet the needs of your students and provide for their success
   D. **Teacher Work Sample**. Part of the requirement for the Post-Baccalaureate Program to certification is the completion of a Teacher Work Sample (TWS) during your internship. We are introducing you to the TWS in your coursework in small pieces. In this class, you will learn to design *unit objectives,* one of the seven processes involved in the TWS.

Evaluation:
Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will considered "on time" if submitted by midnight the day due. (NOTE: All due dates/times are based on Central Standard Time.) Submission of work after midnight will be considered late. All module assignments must be completed in order to pass this course.

Late assignments with rubrics lose a percentage of the points for that assignment: After one day—one-third of the points; Two days—one-half of the points. No assignments earn points after the second day, but must be completed.

Letter grades: A = 90-100%
                              B = 80-89%
                              C = 70-79%
                              69% or Below – retake the course

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

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, 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 students 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 students who register for an online course feel comfortable using a computer. Online courses move quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success.

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

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 certification process.

Students with Disabilities Policy: It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

American with Disabilities Act: SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography of Seminal Readings:

Arterbury, E., & Hord, S. M. (1991). Site-based decision-making: Its potential for enhancing learned outcomes
http://www.sedl.org/pubs/catalog/items/cha10.html

Boudett, K. P., Murnane, R. J., City, E., & Moody, L. (2005). Teaching educators how to use student assessment data to improve instruction. *Phi Delta Kappan*, 86(*9*), 700-706.

Haycock, K. (2001). Helping all students achieve. *Educational Leadership*, 58(6), 6-11.

O'Loughlin, J., & Haynes, J. (2004). *Organizing and assessing in the content area class*.
http://www.everythingses1.net/inservices/judith2.php

Smith, J. K., & Smith, L. G. (1994). *Education today: The foundations of a profession*, 231-259.

The Flippen Group. (2003). Capturing *kids' hearts*. Bryan, TX: Author.

Whitehead, A. (1929). *The aims of education and other essays*. New York: The Free Press.