

Post-Baccalaureate Alternative Route to Certification Online Program

CI 590 / Advanced Methods of Classroom Management
Fall 2007

College of Education
Department of Curriculum and Instruction



Enhancing The Future
Through Educator Preparation

Instructor:

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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.

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

EED/SED 590 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.

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 I (competency 003) and Standard II (competencies 005 and 006).**

Standard I. The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

- **Competency 003** – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

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	Performance Assessment	Standards: State Standards
The Candidate will be able to: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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

Policies:

Late Assignments:

As a professional, you need to make sure that assignments are turned in on, or before, the due date. For late assignments, 10% will be deducted each **day** it is late.

Time Requirement:

For each hour attempted, at least three additional hours is expected. This 3-credit hour course will require approximately 12 hours of work each week. **It is expected that if you enrolled in this courses, 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 certification process.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Disabled Student 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.

Course Requirements:**Homepage – 25 points**

Under the “Tools” heading, create your homepage. Make sure to attach a recent photograph of yourself and include your three favorite websites.

Discussions – (20 points each module/160 total)

You are expected to fully participate in the weekly discussions. This participation should include commenting on the topic by referencing the text or some other source (please use internal documentation) and a personal example to support your comments. In addition, you should respond to your classmates’ comments. Interaction in the discussions is vital to fully understanding the material. Sharing also gives us new ideas and much needed support.

Activities – (50 points each/150)

For some modules you will be assigned activities of study throughout the semester. It is very important that you complete each activity and turn it in when it is due. Module Activities are explained in detail in the Module requirements.

Personal Classroom Management Plan – (250 points total)

Each student will write a personal classroom management plan. This plan will include your 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.

TEKS Objectives and Assessments (50 points total)

It is important that students can write appropriate learning objectives that are aligned with the TEKS, Student Expectations and Assessments. This activity is fully explained in the Module.

Lesson Plan (50 points total)

This assignment is designed to give the student a basic understanding of the lesson plan. It allows the student a first opportunity to submit a lesson plan.

Teacher Work Sample-Unit Learning Objectives (50 points total)

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 do one of the seven processes involved in the TWS. The process for this class is – Unit Objectives

Course Final – (25 points)

Evaluation for CI 590: All of the above components will be considered for evaluation during this course. To receive full credit for each component, your responses must be developed thoroughly and submitted in a professional manner.

A = 684 - 760

B = 608 - 683

C = 532 - 607

Below 532 – retake course