

SED 494 Classroom Management for Secondary Schools

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

**College of Education
Department of Curriculum and Instruction**

Instructor: Carolyn Edwards
Office: TEC #234
Phone: (936)294-3580 (936)294-4444
Cell: (713) 562-8731
e-mail: jlw001@shsu.edu
Office hours: By Appointment

Text/Readings:

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

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.

Course Description:

This course is a field-based course requiring extensive, practical field based application (see Field Experience section of the syllabus for detailed explanation, pg. 5) 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.

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. - identify rules, incentives and consequences. - detail procedures	Weekly in class assignments With a group, arrange a classroom. Personal Classroom Management Plan * Evaluate the mentor teacher's classroom arrangement and organization.	Class Participation/Discussion Classroom Management Plan * Reflections in Field Experience Logs/Conversation with Mentor Teacher	1.4k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.14k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k, 2.6s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.18s, 2.19s, 3.1s

<p>The Candidate will be able to plan, in detail, and prepare a plan for the first days of school.</p>	<p>Outline plan.</p> <p>Evaluate a plan for others.</p> <p>Detail plan.</p> <p>* Discuss with Mentor Teacher suggestions for the first days of school.</p>	<p>First Days Plan Section of Classroom Management Plan</p> <p>Class participation/Discussion</p> <p>* Reflections in Field Experience Logs/Conversation with Mentor Teacher</p>	<p>1.4k, 1.5k 2.5k, 2.8k, 2.8s, 3.1s</p>
<p>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.</p>	<p>Review each theory for complete understanding.</p> <p>* Plan lesson and teach lesson.</p> <p>* Visit with the mentor about strategies for creating a climate of respect and rapport.</p> <p>* Identify applications of the major theories in field experience.</p>	<p>Class participation/Discussion</p> <p>* PDAS Evaluation of lesson</p> <p>* Reflections in Field Experience Logs/Conversation with Mentor Teacher</p>	<p>1.5k, 1.1s 2.1k, 2.22k, 2.1s, 2.4s, 2.5s2.20s, 3.1k, 3.2k, 3.3k, 3.4k, 3.3s, 3.12s, 3.13s, 3.20s</p>
<p>The Candidate will be able to compare and evaluate various modes of classroom record keeping.</p>	<p>Internet search for electronic grade books.</p> <p>Class discussions on benefits of various methods of record keeping.</p> <p>* Visit with Mentor about record keeping practices.</p>	<p>Comparison chart from internet activity.</p> <p>Class participation/discussion</p> <p>*Reflections in Field Experience Logs/Conversation with Mentor Teacher</p>	<p>2.11k, 2.12k</p>
<p>The Candidate will be able to plan and implement cooperative learning activities.</p>	<p>Participate in a variety of Cooperative Learning Activities.</p> <p>Work with a group to develop a new cooperative learning activity.</p> <p>Compose a plan for a cooperative learning activity for a particular grade and subject.</p> <p>* Visit with Mentor about cooperative learning activities and how cooperative learning is used in the classroom.</p> <p>*Plan and implement a cooperative learning activity</p>	<p>Class participation</p> <p>Class participation</p> <p>Compilation of all cooperative learning activities.</p> <p>* Reflections in Field Experience Logs/Conversation with Mentor Teacher</p> <p>* PDAS Lesson Evaluation</p>	<p>2.2k, 2.7k, 2.2s, 2.3s, 2.7s, 3.11s</p>
<p>The Candidate will be able to compare and evaluate methods of motivating “difficult” 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</p>	<p>* Reflections in Field Experience Logs/Conversation with Mentor Teacher</p> <p>* Field Experience Reflection Logs</p>	<p>1.4k, 2.13k, 2.17k, 2.18k, 2.17s, 3.18s</p>

	<p>strategies used by the mentor teacher using the Field Experience Log Assignment Sheet</p> <p>Students will analyze videos to determine what management strategies are successful in various situations.</p> <p>In class, students will be provided situations to role play concerning various management and motivational issues. Class will critique and discuss alternative solutions.</p>	<p>Class participation/Discussion</p> <p>Role plays</p>	
<p>The Candidate will be able to determine, from a variety of methods, how best to include administrators, counselors, other teachers and parents into their students' learning.</p>	<p>Role-play parent-teacher conferences, positive phone calls home.</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>Class participation/Discussion /Role plays</p> <p>* Reflections in Field Experience Logs/Conversation with Mentor Teacher</p> <p>* Field Experience Reflection Logs</p>	<p>2.15k</p>

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*.

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.

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

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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. Three tardies will be considered an absence. 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.

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.

Course Requirements

Bell Work – 100 points (Competencies 5 and 6)

Some days as you enter class, you will be given an activity. You will have about 10-15 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/ participation – 200 points (competencies 5 and 6)

During the semester, work will be assigned to be completed in class or electronically. To receive credit, you must complete the assignment, and turn it in to me to be graded. Some of the grade will be your positive participation in group work and class in general as well as the quality of the work.

Personal Classroom Management Plan – 400 points (Competencies 5 and 6)

Each student will write a personal classroom management plan (CMP). 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 in class.

Field Experience for the Secondary Methods Block

- **What is Field Experience?**
This course is a field-based course. This means you will spend at least 50% of time allotted for this class in a public secondary classroom. In addition, at least 50% of your grade in this class is based upon activities relating to field-based hours.
- **What is the purpose of Field Experience?**
Field Experience is designed to give you the opportunity to work with students and teach actual lessons to secondary public school classrooms. The overall purpose is to give you constant feedback and help you continuously improve your teaching performance.
- **When is Field Experience?**
Your days in the Field will be October 26th, 2007 to November 16, 2007. This means you will spend a minimum of 75 hours in your assigned Field Experience classroom.

- **How do I get a mentor teacher?**

Your mentor teacher will be assigned based on your certification area. These teachers are eager to assist you in your journey to become a teacher. This means they will not always be “nice”. Their honest feedback concerning your strengths and weaknesses in the classroom is critical to your professional development. It is your responsibility to reflect upon their suggestions and implement new strategies in the classroom. (This is different for music educators.)

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day or two in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons and teaching lessons whenever possible. **DO NOT JUST SIT!** It is your responsibility to ask how you can be of assistance.

You are required to teach a minimum of **two** lessons. Your mentor teacher will evaluate one of these lessons. The other will be evaluated by one of your university professors. The evaluation instrument is the Professional Development and Appraisal System or PDAS. We will spend some time in class discussing this instrument to make sure everyone is comfortable with this assessment tool.

We highly recommend that you teach as many lessons as your mentor teacher will allow. The more time you spend in front of the class now, the easier student teaching will become.

- **What are the teacher work sample (TWS) requirements in field experience?**

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.

- **How will I be assessed during Field Experience?**

Explanation Below

- **PDAS Observations, lesson plans and reflections – 100 points (2 sets at 50 points each) (Competency 3, 5 and 6)**

Twice as you teach one of your required lessons, your mentor teacher will evaluate you. After you have taught the lesson, the following items will be submitted to your methods professors as part of your packet:

- Lesson Plan in correct format
- PDAS Evaluation Form completed by mentor
- Your reflection of the lesson's effectiveness

- **Weekly Mentor Teacher's Feedback – 50 points**

At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. This form will help you; your mentor teacher as well as your university professors monitors your progress in the classroom.

- **Overall Mentor Teacher’s Disposition Evaluation – 50 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.
- **Teacher Work Sample – 350 points (Competency 3, 5 and 6)**
Information concerning this component will be discussed at a later date.
- **Weekly Field Experience Reflection –50 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.
- **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.

Evaluation:

Classroom Components:

Bell Work	100
In Class Assignments	200
Personal Management Plan	400
Subtotal=700 possible points	

Field Based Components:

PDAS Observations, lesson plans and reflections (2 packets)	100
Weekly Mentor Teacher’s Disposition Evaluation (Mentor Teacher)	50
Overall Mentor Teacher’s Disposition Evaluation (Mentor Teacher)	50
Subtotal=200 possible points	

Field-Based Components: (TWS)

Teacher Work Sample	350
Weekly Field Experience Reflection	50
Subtotal=400 possible points	

Professional Portfolio

(Separate Information will be Provided)

Subtotal=400 possible points

Total for class=1700 possible points

Grading Scale

A = 1700 – 1630

B = 1629 – 1560

C = 1559 – 1490

Below 1490 = D (must repeat the course)