

Dixie State University
Department of Education
Course Syllabus

Course Title: Classroom Management
Meeting Days /Time Place: M 2:00-3:40 PM NIB 135
Instructor: G. Bartholomew
Email Address: bartholomew@dixie.edu
Office Phone: 435-879-4406

Course Number: SCED 4600
Course Credit Hours: 3
CRN: 43865
Semester/Year: Fall 2014
Office Hours: 10:00-12:00 Monday,
10:00-12:00, 3:00-400
Wednesday

DSU Department of Education Program Standards

 <p>Department of Education</p> <p>DESERT Model D-Diversity E-Effective Pedagogy S-Subject Matter E-Environment R-Reflection T-Teaching Dispositions</p>	<p style="text-align: center;">Mission Statement</p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (INTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
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D.E.S.E.R.T. Model – Program Outcomes

Teacher Candidates:

D-Diversity (DM1)

Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.

E-Effective Pedagogy (DM2)

Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.

S-Subject Matter (DM3)

Demonstrate confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.

E-Environment (DM4)

Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.

R-Reflective (DM5)

Seeks learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.

T-Teaching Dispositions (DM6)

Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student's educational needs.

Teacher Accreditation Education Council (TEAC) <http://www.teac.org/accreditation/goals/index.asp>

Utah Effective Teaching Standards http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS_Full_Document-9-4-11.aspx

Council for the Accreditation of Educator Preparation (CAEP) <http://www.caepsite.org/standards.html>

Interstate Teacher Assessment and Support Consortium (INTASC)

http://www.ccsso.org/Resources/Publications/INTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Course Policies

*Academic dishonesty as stated in the DSU Student Handbook reads – “Academic dishonesty in any form will not be tolerated at Dixie State University (Academic Discipline Policy, 3.34)”. This would include cheating and plagiarism. These acts of academic dishonesty are strictly prohibited. When developing your assignments, make sure that you reference the sources. DSU Policy 33.5.1.4 addresses academic ethics and honesty. Prohibited activities include, but are not limited to, copying from another student’s test, papers, or plagiarism.

* Cell phones must be on “silent” during class sessions. **Text messaging is not allowed during class. Cell phones should not be on your desk.**

* In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only students defined and classified by the DSU catalog (Policy 5.16), will attend classes, unless specific prior permission for guests has been obtained from the instructor. Infants, children, and adolescents are not allowed at DSU except in certain circumstances. University facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSU Policy 5-23.7-23.78).

Required Textbook (s) / Recommended Books:

Textbook: Sprick, R. (2013). Discipline in the secondary classroom: a positive approach to behavior management. (3rd ed.) John Wiley & Sons, Inc., New York.

Ridenour, Katy. (2006). Managing you classroom with heart: a guide for nurturing adolescent learners. Association for supervision and curriculum development (ASCD), Alexandria, Va.

Other readings will be provided via CANVAS by the instructor.

Course Description

For SET students. Designed for the management and leadership of the middle school classroom and high school classroom. Areas include: discipline, procedures and routines, interpersonal relationships, classroom environment, learner motivation, and parental involvement. Students will design a comprehensive Classroom Management Plan (CMP). Includes practicum experience in public schools. Must be taken concurrently with SCED 3720, SCED 4100, and SCED 4700 (or major equivalent) Three lecture hours per week.

Course Objectives

To successfully complete this course, each student must know, understand, and be able to:

- Describe the characteristics of typical student misbehavior and what generally causes this misbehavior.
- Identify the various techniques that can be used to prevent student disruption. Some of these techniques will include procedures/routines, rules/consequences, high expectations, clear expectations, and the teacher/student relationship
- Understand in-the-moment disruptions and what a teacher can do to address these disruptions.
- Design a comprehensive Classroom Management Plan (CMP) that can be utilized in your future teaching career.
- Reflect upon course content and its application to future career goals.

Enduring Understanding and Essential Questions

Enduring Understanding

Student achievement at the end of the year is directly related to the degree to which the teacher establishes good control of the classroom procedures, management, and leadership in the very first week of the school and each week thereafter.

Essential Questions:

- *What classroom management techniques are needed to prevent discipline problems?*
- *How can the teacher arrange the room to enhance teaching and learning?*
- *What should a teacher do during moments of student disruption?*
- *Why should the teacher know and understand the school emergency plan and/or crisis intervention plan?*

Grading Scale

A = 100-95% A- = 94-90% B+ = 89%-87% B = 86-83% B- = 82-80%
C+ = 79-77% C = 76-74% C- = 73-70% D+ = 69-67%
D = 66-64% D- = 63-60% F = Below 59%

DMAIL:

Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your Dmail account. You will be held responsible for information sent to your Dmail, so please check it often.

Disability Statement: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North Plaza Building. Visit or call 652-7516 to schedule an appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Contact information: Phone:(435) 652-7516, Email: drc@dixie.edu, Office Hours: Monday - Friday 8:00 am to 5:00 pm Website: <http://www.dixie.edu/drcenter/>

Tutoring/Writing Center	Health and Wellness Center	Testing Center	Computer Center	Library
Tutoring services are provided for all registered DSC students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building, Room 431. www.dixie.edu/tutoring	Location: Next to the campus at 34 North 600 East Hours: 8:00 AM to 5:00 PM Monday through Friday — closed Saturday and Sunday For appointments call 435-652-7756 http://www.dixie.edu/wellness/	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg. Classroom Testing Center - Information / Main Line Phone: 435-652-7696 Email: testcenter@dixie.edu	The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State College Library at the Jeffrey R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.

Student Information Link: <http://new.dixie.edu/reg/syllabus>

Includes:

*Semester Schedule

*Final Exam Schedule

*Dmail

*Available Resources (i.e. library, computer lab, disability resource center, IT help desk, online writing lab, testing center, tutoring center, writing center, campus map, etc.)

*Policy/Procedures (i.e. academic dishonesty/integrity, disruptive behavior, absences related to college functions, reasonable accommodations, etc. and tools in the classroom?)

Date & Time of Final Exam: Friday Dec. 15th 12:00-2:00 Room 135

Class Expectations:

Attendance is mandatory. This is a lecture and discussion-based class, which makes your attendance, input and participation valuable and essential to your learning outcomes and that of your classmates. Acceptable excused absences require a doctor's note. Please notify (via email) or see the instructor regarding other absences. If you do need to be absent, find a "buddy" and make sure that you receive handouts and notes from that buddy. Participation is required by **ALL** students during class. Your participation demonstrates the level of comprehension you acquired.

Electronic Devices:

Laptops, I-Pads, tablets, etc. in the classroom are only allowed if the student is utilizing the device for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, Facebook, etc.) she/he will be asked to put the device away.

Course Grading Points will be awarded for each class assignments, professional presentation that reflects the maturity and experience of the student in neatness, organization, accuracy, and relevance. In other words, your assignments should not have misspellings, grammar errors, etc. Make sure that the content of the assignment is relevant to the level of a student attending higher education. If you are going to teach secondary students to be literate, you should be able to demonstrate your competency in your written work.

For academic writing, APA is the style most commonly used by scholars in education. Unless otherwise specified in this syllabus, all papers for this class should be double-spaced, in 12 pt. Times or a similar font, one inch margins, and follow APA style when citations and references are included. You can access guidelines on the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>

Disruptive Behavior:

DSC disruptive behavior policy states, "Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses."

Policy on Late Assignments and Absences Related to College Functions:

All assignments must be completed ON TIME and submitted via CANVAS on the due date. LATE assignments are not accepted. All assignments are due on the date indicated in the tentative schedule. If there are any changes it will be notified by the instructor in advance. If you have circumstances that prevent you from turning in assignments, accommodations **MUST** be made in **ADVANCE** to the due date of the assignment.

You are required to come prepared and ready to learn. The instructor will not allow tardiness, laziness, and belligerent attitudes during the semester. These behaviors can affect your grade. Students are required to follow the syllabus and the tentative schedule for assignments and due dates, etc. If

there are any changes, you will be notified in advance by the instructor.

Secondary Signature Assignments Fall 2014

DESERT Model Component	Artifact Requirement	Course and Semester Completed
DM1: Diversity	<ul style="list-style-type: none"> • Exceptionalities Folder Assignment • Self-Selected Diversity 	EDUC 2010 EDUC 2400 Self-Selected
DM2: Effective Pedagogy	<ul style="list-style-type: none"> • Mini-Teacher Work Sample • Strategies for Using Literacy in Content Areas 	SCED 4100 SCED 3720
DM3: Subject Matter	<ul style="list-style-type: none"> • Appendix A from Common Core Analysis • Subject Matter- Content Major Course Selection. 	SCED 3720 Content Major Course
DM4: Environment	<ul style="list-style-type: none"> • Classroom Management Plan • Self-Selected 	SCED 4600 SCED 4600
DM5: Reflection	<ul style="list-style-type: none"> • E-portfolio Reflection • Video of one practicum lesson with self –evaluation and reflection. 	SCED 3270 SCED 4100
DM6: Teaching Disposition	<ul style="list-style-type: none"> • Professional Leadership • Classroom Website 	SCED 4100 EDUC 2500

Course Assignments/Assessments Due Dates (**Subject to Change**)

Evaluation and Grading: (points)

1. Attendance

15 class times @ 3 points each = 45 points

Attendance is critical for learning the content of this course. This is a condensed course and therefore, each absence is equal to missing a full week of a typical three credit hour class. Attendance includes arriving on time and remaining through the entire class. You will lose points when you leave class early.

2. Participation

15 class times @ 2 points each = 30 points

Active class participation is a core component of the course. This includes being prepared for class by keeping current on the readings and assignments, actively participating in class discussions and activities, and exhibiting a professional demeanor. Your level of participation in class discussions or lack of professionalism will contribute to or deduct from the points you earn. You will not receive full credit without participating in discussions (whole group and small group). You will lose points for texting, doing assignments or surfing the web during class, or any other disrespectful and disrupting behavior.

Weekly Bell Work Quiz (Ridenour) = 10-35 points each

- At the *beginning* of each class, you will be given a brief quiz that is based upon the text reading assignment. Quizzes will include multiple choice questions and/or short essay responses.
- IF YOU ARE LATE FOR THE QUIZ, YOU MAY NOT TAKE IT AND YOU CANNOT MAKE IT UP

Learning Walk Participation (50 points)

Each student will participate in a Learning Walk (LW) at a secondary school during the semester. The purpose of a LW is to focus the participants on improving the core educational practice. Elmore (1996) defines core

educational practice, as how teachers understand the nature of knowledge and the students' role in learning and how ideas about knowledge and learning are manifested in teaching and class work. The focus for the LW will be *Clear Expectations*. You must fully participate with the LW to earn the participation points. The date, time, and location will be announced.

Learning Walk Reflection (50 points)

You will complete a written reflection of the Learning Walk. This LW reflection must include the following elements:

- Describe the focus of the Learning Walk
- What *evidence* did you collect to support the focus?
- What specific evidence did you find that supports effective classroom management?
- What can you take from the Learning Walk and implement in your own future teaching?
- What did this Learning Walk do for your own learning and growth?

Case Study from Practicum (2x50) = 100 points

You will choose two students from your practicum classroom and complete a detailed case study. The case study will include the following:

- Brief description of the student including the student's position
- Describe what you might do to help the student with their behavior Has the student's behavior improved? Why?

Team Presentation = 100 points

You will be randomly assigned into teams and present the results of your case study. You will discuss the differences between cases in your group and provide a 15-20 minute presentation to the class

- The presentation must include the use of technology
- Students are expected to utilize effective presentational techniques (eye contact, voice, etc.), and to provide each class member with a copy (electronic or hard copy) of the presentation
- A scoring guide/rubric will be provided to assess your presentation

Classroom Management Plan (CMP) = 300 points

The CMP is a comprehensive classroom management plan that can be utilized during your teaching career. The CMP will be in portfolio style and needs to be placed in a sturdy 3-ring binder or in an online format of your choosing.. The CMP will be assessed using the CMP rubric (see attached rubric). Three individuals will assess the CMP:

- Yourself (50 points)
- A peer in our class (50 points)*
- The professor (200 points)

Tentative Schedule (Subject to change)

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
August 25	Introduction, Team Presentation	
	Sign-up	
Sept 1	LABOR DAY	
Sept 8	Ch. 1-S, TF	

Sept 15	Ch. 2-S, MP sec. 1, TF	Chapter 1-S
Sept 22	Ch. 1-R, MP sec. 2, TF	MP sec.1, 1-S
Sept 29	Ch. 3-S, 2-R, TF, Learning Walk	MP sec .2, 1-R
Oct 6	3-R, Learning Walk Disc., TF	3-S, 2-R
Oct 13	4-R MP Sec. 3, TF	3-R, Learning Walk Reflection
Oct 20	Midterm	
Oct 27	4-S, Case Study, TF	4-R, MP Sec. 3
Nov. 3	5-S, 5-R, Team Present	4-S
Nov. 10	6-S, 6-R, Team Present	Case Study, 5-S, 5-R
Nov 17	7-S, MP sec. 4, Team Present	6-S, 6-R,
Nov 24	8-S, Team Present	MP sec. 4, 7-S
Dec 1	9-S, 7&8-R, Team Present	8-S
Dec 8	9-R, Epilogue-R, Final Review	TP 14, 15 Ch. 12
Dec 15	Final Exam 2:20-4:20 PM NIB 135	

KEY:

**S=Sprick Text, R=Ridenour Book, TF = Teacher Feature
MP = Management Plan**

Important Dates to Remember:

Aug 25	Classwork Starts	Oct 15	Mid-Term Grades Due
Aug 28	Last day for wait list	Oct 16-17	Semester Break
Aug 29	Last Day to Add Without Signature	Oct 20	Last day to drop individual class
Sept 1	Holiday	Oct 27	Class schedule available on line
Sept. 4	Residency Application deadline	Nov 11	Career Day
Sept. 4	Drop/Audit Fee Begins (\$10 per class)	Nov 14	Last Day for Complete Withdrawal
Sept 9	\$50 Late Registration/Payment Fee	Nov 17	Registration open to Seniors (90+ credits)
Oct 1/Nov 1	Graduation Application Deadlines	Nov 18	Registration open to Juniors (60+ credits)
Sept 15	Pell Grant Census	Nov 19	Registration open to Sophomores (30+ credits)
Sept 15	Last Day for Refund	Nov 20	Spring Registration open to all students
Sept 15	Last Day to drop without receiving a "W" grade	Nov 26-28	Holiday
Sept 17	Courses dropped for non-payment	Dec 12	Classwork Ends
Sept 19	Last Day to Add/Audit Classes	Dec 15-19	Final Exams