EDUC 313 - Classroom Management in Secondary Education

Course Information

Course Number: EDUC 313

Course Title: Classroom Management in Secondary Education

Credits: 3

Offered: Fall 2016

Time/Location: Tuesday/Thursday, 12:30 – 2:30, Friday, 10:30 – 12:30 for the first five weeks of the quarter. Earlier and extended hours possible on Friday morning to conduct classroom observations.

Instructor Information

Instructor: Regina Sievert

Office: Beaverhead 120

Office hours: Monday, Wednesday, Friday 9:00 to 3:00

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Required Materials

- ❑ *The Skillful Teacher: Building Your Teaching Skills*, 6th Edition by Jon Saphier, Mary Ann Haley-Speca and Robert Gower. Published by Research for Better Teaching, Inc.
- ❑ Articles and handouts provided by instructor
- ❑ Internet access in order to participate in Moodle activities, submit assignments, and communicate with instructor

Course Description

Classroom Management in Secondary Education explores methods for maximizing student success by engaging students in a positive learning environment. Topics include building positive relationships with students, cultivating a culturally congruent classroom environment, fostering a productive classroom community, engaging and motivating students, working effectively with students' parents/family, safety in the secondary classroom, optimizing your classroom's physical arrangement, responding to student behaviors, and conflict resolution. This class will meet on site and also utilize Moodle to engage participants in online activities supplementing the onsite activities. The course includes a mandatory 10 hour embedded practicum during which students will visit and/or assist teachers in their secondary classrooms.

The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, problem solving, discussions, lecture, individual and group project work, case study analysis, and independent practice. Guest speakers, videos, film clips, email, internet, electronic devices, instructional technology, and other resources may be utilized. Participation in the on-line extension of this course on the SKC-Moodle is a required element of the course.

Relation to the Conceptual Framework

Building a community of engaged and motivated learners is one of the most important aspects of being an effective middle/high school classroom teacher. The most effective teachers understand that productive and encouraging learning communities involve positive communication and mutual respect. From your first interaction with students and their families you are setting the foundation of your relationship. In this course you will develop skills of building a trusting relationship around the tenets of planning, instruction, discipline as a tool, organization, individual and group motivation, and cooperative learning.

Course Rationale

Sound classroom management is a foundational part of everything else a teacher does with students. Classroom management is more than motivation, more than discipline, more than planning; it is all of these working together. Classroom management is a topic in all of the secondary education courses so that candidates develop a sense of the pervasive and integral nature of management and have multiple opportunities to practice developing their skills and knowledge for working students both in the college classroom and during field experiences, practicums, and finally Student Teaching.

Course Objectives

Key to Assessment indicators

Classroom Management Plan (**CMP**), Collaborative Learning Lesson Plan (**CLLP**),   Reflective Journal (**RJ**), Case Study Analyses (**CSA**), Innovative Practice (**IP**).

Guiding Social Development Objectives

Through the successful completion of this course students will be able to

1. Describe the interrelationships among self-esteem, sense of security, locus of control, and school achievement and the necessity for secondary school students to develop a realistic sense of self. Assessed by CMP, CLLP, CSA, IP.
2. Observe behaviors of secondary school students, discriminate among behaviors manifested, and identify patterns of growth and development. Assessed by CMP, CLLP, IP, RJ.

3. Describe the effective application of guidance principles that teachers can use to foster positive behavior, nurture social development and support student learning. Assessed by CMP, CLLP, CSA, IP.
4. Demonstrate an awareness of and sensitivity to students from diverse backgrounds (e.g., race, gender, socioeconomic status, cultural heritage, special needs, disabling conditions). Assessed by CMP, CLLP, RJ, CSA.

Managing the Classroom ~ Objectives

Through the successful completion of this course students will be able to

1. Develop an effective classroom and behavior management plan that supports students' social development and learning. Assessed by CMP.
2. Identify traditional and alternative instructional management systems. Assessed by CMP.
3. Appropriately identify various techniques for use in specific student behavior management scenarios. Assessed by CMP, CSA, CLLP, RJ, IP
4. Establish collaborative group structures appropriate to fostering students' social development and supporting student learning. Assessed by CMP, CLLP, RJ
5. Explain the importance of fostering respectful and beneficial relationships between families and professionals. Assessed by CMP, RJ, CSA

Course Objectives Addressing SKC's 4Cs

CULTURAL UNDERSTANDING [PEPPS 10.58.501.a, d, e, g]

Candidates must be prepared to join a global community, which also includes working positively within their local schools and communities and with diverse populations. Sensitivity to all diversity will be the key to developing positive attitudes and dispositions within the course. Salish Kootenai College defines culture as the awareness of one's own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pend d' Oreille and Kootenai People.

Cultural Objectives for Students in this Course

1. Students will describe what the term culturally congruent classroom management means and will provide accurate examples of its operationalization in specific cultural contexts.
2. Students will critically examine a spectrum of management philosophies and strategies with a cultural lens and analyze their congruence for specific cultural contexts.
3. Students will assess materials, strategies and classroom structures for evidence of stereotype and bias for specific student groups.
4. Students will explain how and why teacher expectations impact academic rigor and students outcomes.

5. Students will apply information from the course to enhance communication, relationship building, and teaching strategies with students from similar and diverse cultures.

CRITICAL THINKING [PEPPS 10.58.501.f, g, l]

At SKC, critical thinking describes a structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

Critical Thinking Objectives for Students in the Course

1. Students will describe and provide a rationale for their personal philosophy of classroom management in a written essay.
2. Students will analyze theories of classroom management and compare them to their own ideas of classroom management.
3. Students will apply information learned in class toward relationship building with parents, students, and other professionals in their own classroom management plans and analyses of management scenarios.
4. Candidates will participate utilize critical thinking skills such as problem solving skills, self-evaluation techniques and cultural protocols in activities and discussions about classroom environment and management.

CITIZENSHIP [PEPPS 10.58.501.a, d, l]

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Citizenship Objectives for Students in the Course

1. Students will demonstrate in oral and written assignments a disposition of inclusion of families and community in the classroom settings, both formally and informally.
2. Students will describe a well-grounded framework for deepening their understanding of cultural and community diversity.
3. Students will explain how to effectively incorporate students' experiences, cultures, and community resources into instruction.
4. Students will model appropriate citizenship that contributes to the classroom community through their class attendance, interactions in class and online activities, and collaborations in group projects.

COMMUNICATION [PEPPS 10.58.501.d, h]

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

Communication Objectives for Students in the Course
1. Students will describe various modes of communication appropriate for working with students and families, including visual prompts, physical proximity, verbal cues, and print media.
2. Students will explain cultural dimensions of communication and their significance in working with students, peers and families.
3. Students will communicate in ways that demonstrate sensitivity to cultural and gender differences (e.g. interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

Assignments and Grading

1. **Secondary Classroom Management Plan** (for inclusion in the TEP Portfolio) - 24 points
Each candidate will develop a formal plan for managing their future classroom. These will be written up in a format suitable for inclusion in the TEP Portfolio. Students will also present their plans in class in a session not to exceed 10 minutes. Complete details regarding this assignment and its assessment will be provided during the second week of class. The CMP addresses several important ideas, including the following.

   A. **Management Philosophy** - What do you believe about how students learn best? What kind of classroom atmosphere do you want? Refer to researchers and practitioners (those you have read, observed, or interviewed) who have helped shape your philosophy. What should your role as teacher be? What core ideas will drive your classroom?
   B. **Cultural Congruence** – What kinds of culturally congruent strategies will occur in your classroom that acknowledge and honor the diversity of students and families?
   C. **Classroom Arrangement** - How will you arrange your physical resources in a way that is consistent with your philosophy and management plan? What types of safety considerations will be accommodated in your plan? Include a diagram of the classroom's physical arrangement.
   D. **Rules/Procedures** - What kinds of core activities and routines will promote the best learning environment for your students? How will you ensure safety for everyone in the classroom?
   E. **Student Engagement, Motivation, and Responsive Actions** - How will you foster a positive, productive classroom environment? What methods will you use to engage and motivate students as learners and participants in the classroom community? How will you strive to acknowledge each student's unique contributions and abilities? How will you respond to positive and problematic student behaviors?
   F. **Collaboration with Families and Community** – How will you involve the family and community in your class activities to promote the social development and citizenry of students? How will you communicate with and engage families regarding student behaviors?

2. **Cooperative Learning Lesson Plan** (for inclusion in the TEP Portfolio) - 14 points
   Each student will create a cooperative learning lesson plan that incorporates classroom management strategies studied during the course. The plan will be developed using a provided lesson plan template. Details and requirements regarding this assignment will be provided in class.

3. **Innovative Practice** - 14 points
   Each student will write up a creative management practice that you have researched, observed or practiced (i.e. reward systems, specialized bulletin boards, devices, physical layout, etc.). The report should be about one page long (single spaced, 12 point font, written in Word). Each student will also report on their practice orally and through the use of technology in class in a short presentation (10 minutes maximum).

4. **In Class and Online Activities** - 24 points
   Students will participate in a variety of in class and online activities (hosted on the SKC-Moodle) including analyses of case studies. There are no means to make up in-class activities in most cases, therefore attendance is imperative to gain the learning experiences and points required to successfully complete this course.

   Online activities will occur on a weekly basis and may include case study analysis, online discussions with peers and the instructor, or other types of assignments. These will have weekly deadlines and <u>no points will be awarded once the deadline for completion is past</u>.

5. **Reflective Journal -** 24 points
   Ten hours of classroom observations, including on site and video observations and an inservice educator interview, are required for this course. Each candidate will submit a journal of entries that document and reflect on these experiences. The journal should be typed as a Word document and should include contextually significant notes and reflections on management philosophies and techniques observed. More details on this requirement will be provided in the first week of the class.

Grading

Assignment	Points
Classroom Management Plan	24
Cooperative Learning Lesson Plan	14
In Class and Online Activities including Case Study Analyses	24
Innovative Practice	14
Reflective Journal on Observations and Interview	24
Totals	**100**

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

INTASC/PEPP Standards Addressed

Indicators	Type	PEPPS	Assessments
INTASC Principle/Outcome 3 a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	Performance	10.58.501.1.g	Case Study Analyses Classroom Management Plan Collaborative Learning Lesson Plan
INTASC Principle/Outcome 3 i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	Knowledge	10.58.501.1 c,g	Classroom Management Plan Collaborative Learning Lesson Plan Case Study Analyses
INTASC Principle/Outcome 3 d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	Performances	10.58.501.1. c,g	Case Study Analyses Classroom Management Plan Collaborative Learning Lesson Plan Innovative Practice
INTASC Principle/Outcome 3 b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	Performances	10.58.501.1. c, g, m	Collaborative Learning Lesson Plan
INTASC Principle/Outcome 3 n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	Dispositions	10.58.501.1. g,c	Classroom Management Plan Observations Reflective Journal Innovative Practice
INTASC Principle/Outcome 3 o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	Dispositions	10.58.501.1. g,c	Collaborative Learning Lesson Plan Classroom Management Plan Observations Reflective Journal

Attendance Policy

<u>Candidates are required to attend all class sessions and participation in classroom-based and online activities account for a significant portion of the points for a grade for this course</u> (see below). There will be many activities that you will not be able to make up due to their interactive, classroom-based nature. This is a professional education course and you are training to be a teacher. By attending regularly and committing to this course, you are beginning to act and think like a teacher. This is a key component of professional responsibility and is an expectation for this course.

Candidates are expected to be on time for class, prepared for class (reading, homework, assignments and required resources), to **turn off and put away all devices** (phones, tablets, computers, etc.) unless the instructor requests their use in a class activity, and to participate fully in class until the designated time set for dismissal. Absences will only be excused in extreme emergencies and students must notify the instructor within 24 hours of the class if an absence is anticipated or occurs. Students must initiate a meeting with the instructor to determine if makeup work is permitted/possible for the specific circumstance, or risk failing the course.

Title IX

The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered **"Responsible Employees"** which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

Students with Disabilities

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the college's Disability Officer, Linda Pete, (linda_pete@skc.edu, 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

Academic Integrity

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by Salish Kootenai College. Violations of the college's policies (including plagiarism or other forms for cheating) may result in the student failing the course.

Credit Hours

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this 3 credit course course delivered over a 5 week period, each student will spend approximately an average of 3 hours per week in onsite work in the college (or the equivalent in online or field work) and an average of 9 hours per week on work outside class hours completing course related work.

Week	Date	Topics and Activities	Required Readings & Assignments
1	9/27	□ Course syllabus and expectations □ Moodle and online expectations □ What do we mean by classroom management? What are the essential elements of classroom management? □ What is your classroom management philosophy? □ Comparison of management philosophies/style □ Introduction to culturally congruent management	□ Best and Worst of Times (In-class brainstorm/written reflection) □ Classroom Management Profile □ In class video analysis □ Concept map of essential elements (In class collaborative learning assignment) □ Review of teacher survey of management priorities
2	10/4	□ Motivation, expectations, engagement, building relationships and classroom community □ Culturally congruent management considerations and strategies □ Collaborative Learning Strategies □ Innovative Classroom Practice Share	□ Prior to class, please read all of Part 3 in *The Skillful Teacher* including Introduction to Motivation and Chapters 12, 13, and 14 □ Prior to class please read the articles in the Collaborative Learning Folder on the Moodle □ In class video analysis □ Innovative Classroom Practice paper and presentations I due
3	10/11	□ Collaborative Learning Lesson Micro Teaching I □ Attention, momentum, space and time □ Culturally Congruent Classroom Management Elements and Strategies □ Engaging families and communities □ The Physical Classroom Environment	□ Innovative Classroom Practice II □ Prior to class please read Part 1 in *The Skillful Teacher* text, including Introduction to Management and Chapters 3, 4, 5, 6, and 7. □ Prior to class please read the resources in the Culturally Congruent Management folder on the Moodle
4	10/18	□ Responding to student behaviors – policies and procedures □ Collaborative Learning Lesson Micro Teaching I	□ Prior to class please read all of Chapter 8 in *The Skillful Teacher* □ Collaborative Learning Lesson Plan and micro teaching due – Half of class members will teach □ Classroom Management Plan due
5	10/25	□ Conflict Resolution techniques □ Collaborative Learning Lesson Micro Teaching II	□ Micro teaching – Other half of class members will teach □ Reflective Journal and Observation Hours Log due

**Syllabus/schedule are subject to change. The instructor will notify you of any changes in advance.