EMPORIA STATE UNIVERSITY
THE TEACHERS COLLEGE

CLASSROOM MANAGEMENT: ED334
Spring, 2011
Three Hours

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(If I am in the office and not speaking with someone else, come in)

Required Textbook:

Course description: The course is designed to develop the following skills: organizing the secondary classroom; conducting lessons geared toward students of differing backgrounds and abilities; conducting lessons involving problem solving, group work active engagement and self motivation; developing a climate which fosters creative inquiry; developing skills for keeping students on task; and developing classroom management and discipline strategies.

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
The Professional

1. Provides service to society
2. Applies interdisciplinary scholarly knowledge
3. Engages in effective practice
4. Responds to uncertainty and change
5. Relies on self-reflection
6. Belongs to professional community
Standard 1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students learning including critical thinking, problem solving, and reading.

Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students learning and well being.

Standard 11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

Standard 12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

*See appendix 4 for thorough description of the Kansas Department of Education Standards for Professional Education.
Course objectives: At the successful completion of the course, students will be able to

1. demonstrate an understanding on the importance of confidentiality, student and teacher rights, dress and professional conduct.

2. apply methods of classroom management to classroom situations.

3. evaluate lessons using the Beginning Teacher Standards

4. develop the rules and procedures for setting up and maintaining an effective classroom environment designed to maximize learning.

5. develop a wide variety of teaching related skills which includes cross-cultural and global perspectives and methodology across the disciplines.

6. select those instructional strategies and materials which are best suited for any given teaching-learning situation in rural/small school settings from the broad range of school curricula and instructional strategies and materials.

7. demonstrate a commitment to professional growth.

8. plan and implement appropriate instructional programs and assessments for students.

9. demonstrate knowledge of, and ways to achieve optimal cooperation and communication between home and school.

Assignment schedule
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The assignments will be due on these dates:

1. Management Problem 1 based on class discussion and Chapters 1 and 2. Due on February 11th
2. Management Problem 2 based on class discussion and Chapters 3 and 4. Due on March 11th
3. Section I of the Management Plan Classroom Organization (Chapters 1-4) Due on March 18th
4. Management Problem 3 based on class discussion and Chapter 5. Due on April 15th
5. Management Problem 4 based on class discussion and Chapters 6 and 7. Due on April 29th
6. Section II of the Management Plan Instruction and Behavior Management (Chapters 5-7) Due on May 6th
7. Factor V of the Teacher Work Sample Due on May 10th
8. Standard 5 and 6 of Internship Log Due on May 11th

Grading Procedures

Students must earn the points for the assignments as listed. Those not earning the designated points on the assignments must redo/correct the work and achieve the required points. Students can resubmit once. Maximum points achievable on “re-dos” will be the minimum acceptable for the assignment. Students not earning the designated points will not be approved for student teaching. This policy is in place to ensure candidates show achievement on all assignments up to the conclusion of the semester. All assignments must be completed with the minimum acceptable score shown below for course credit to be granted.

1. Attend, be on time, and participate in all scheduled course sessions, earning a minimum of 70/100 points
2. Four Management Problems, earning a minimum of 35/50 points (a cumulative total for all Management Problems).
3. Complete factor 5 of Teacher Work Sample on the assigned date, earning a minimum of 18.75/25 points
4. Complete a Comprehensive Classroom Management Plan on the assigned dates, earning a minimum of 45/60 points
5. Complete questions on Standard 5 from Internship Log, earning a minimum of 6/8 pts
6. Complete questions on Standard 6 from Internship Log, earning a minimum of 5.25 / 7 pts

Two hundred fifty points possible for the course.

Policy for Late Work in Phase I

Effective teaching requires a high level of organizational skill. Lesson plans must be prepared for presentation at the proper time and reports on student progress are often required by administration. Teachers expect students to be on time to class and when completing assignments. To achieve this, teachers must model this type of behavior to students. In order to stress the need for organization, the Phase I program will adhere to the following policy regarding late work:

All assignments are due at the announced deadline. Assignments handed in after this date will receive only the minimum acceptable score for the assignment as listed in the syllabus. To achieve that minimum score, the assignment will have to be re-written until it meets all standards.

ED334 GRADING SCALE: Grades earned below “C” in any Phase 1 class disqualifies the student from student teaching.
A   = 100-93   A- = 92-90  
B+= 89-88   B   = 87-82   B- = 81-80  
C   = 79-70  
D   = 69-60  
F   = 59-0

Reasonable Accommodations for Students with Disabilities

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. To contact the Office of Disability Services and Non-Traditional Student Programs visit or call at 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or e-mail at disabser@emporia.edu.

Changes to the Syllabus

This syllabus is subject to change in any part at the discretion of the instructor in accordance with the policies and guidelines set by Emporia State University. Any changes to the syllabus will be announced in class. The instructor reserves the option to make necessary changes to best facilitate student learning. Student opinions solicited in class regarding instruction and materials are strongly considered as the class progresses.
POLICY ON ETHICS AND PROFESSIONALISM

Student Academic Dishonesty Policy
Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

TEACHERS COLLEGE ETHICS POLICY

Since it is a responsibility of the University and The Teachers College to instill and develop professional and ethical attitudes and practices in its candidates for certification as educational professionals, the Council on Teacher Education states the following position on matters of student behavior that is academically dishonest, belligerent, disruptive of order in the learning environment, or abusive of classmates, students, colleagues, or teachers. Such behavior will be considered to be unethical and/or unprofessional in the developing candidate for certification.

1. Academic dishonesty shall be interpreted to include all cases in which a student tries to pass off as his/her own the work of others (fellow classmates, authors [published or unpublished], visual or graphic representations, computer or media applications, etc.) without giving appropriate credit to the originator of the idea. Cheating and plagiarism are considered to be very serious breaches of ethics.

2. Behavior and/or use of language which is belligerent, disruptive of the learning environment, or abusive of classmates, students, colleagues, or teachers is considered to be inappropriate and a serious breach of professional behavior.

In keeping with the university policy stated in the Faculty Handbook #5C.09 the faculty members (1) may make such disposition of the case as they deem appropriate and (2) shall make available to the chair of the department and to the office of the vice president of student affairs a record of the dishonest or disruptive behavior and the action taken by the faculty member, and (3) a copy of the report shall be sent to the student’s advisor together with a copy of this policy on ethics and professionalism.

Further, the chair(s) of the students teaching field(s) shall cause a file to be maintained of such offenses and if a student exhibits one or more instance of such inappropriate behaviors before admission to Phase I, it is possible that said student may not be admitted to Phase I of the teacher preparation program (elementary or secondary). An offense during or after Phase I shall be deemed sufficient cause to warrant a hearing before the Admissions Committee. The Committee may take a variety of actions including refusing admission or postponing the admission to Phase II and/or the assignment to student teaching for one semester. –Adopted 11/3/94. Council on Teacher Education

DISPOSITION GUIDELINES

Students enrolled in Teachers College coursework need to be aware that dispositions are a part of every course, as outlined in the conceptual framework of the Teachers College. It is extremely important to understand each of these dispositions and how they impact students in their academic program (see Assessment of Student Dispositions). These dispositions are stressed in all aspects of admission, coursework, assessment, and
graduation requirements. As a point of clarification, dispositions are all about character and temperament: “Temperament applies broadly to the sum of physical, emotional, and intellectual components that affect or determine a person's actions and reactions” (Bartleby.com)

1. As an NCATE accredited institution it is the responsibility of the Department of School Leadership/Middle and Secondary Teacher Education to make sure candidates possess the highest academic and personal character. To meet this responsibility, department faculty members regularly discuss students and their dispositions. Regular faculty meetings are held to share concerns about student academic achievement, attitudes, ethics, and academic honesty in order to assess student progress in coursework and programs. Concerns are also shared with other department chairs for those students not within a School Leadership program of study. The department will maintain documentations regarding student dispositions.

2. One such disposition, **Commitment to Professionalism and Ethical Standards**, is addressed in the Teachers College Ethics Policy (see below). Some highlights of this disposition follow:
   - **Attitudes** – Students are expected to maintain a professional and courteous attitude toward professors, other students, and course content. It is important to communicate with professors and peers in a professional manner. Example: if you begin correspondence with “I don’t mean to be disrespectful/whine/complain, but …”, you should not send it.
   - **Behavior** – Students are expected to demonstrate behavior consistent with a professional attitude both in traditional classroom settings and online classes.
   - **Responsibility** – In order to do quality work as a student, a reasonable amount of time and commitment is required. When you enroll in a course it is your responsibility to meet the expectations of the course. Weigh your time carefully when planning your course load each semester.
   - **Academic Honesty/Plagiarism** – Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism. Plagiarism should never occur in graduate studies. You should read the examples (and list of websites pertaining to plagiarism) attached to make sure you **fully** understand plagiarism. No lenience will be granted for lack of knowledge. University policy specifies that an act of plagiarism could result in a failing grade. Additionally, this unethical conduct could result in expulsion from your program of study, and/or failure to be recommended for licensure.

Approved by the Department of School Leadership/Middle & Secondary Education on 5/4/04.