Texas A & M University – Corpus Christi - College of Education
Classroom Management EC-6; 4-8; 8-12 and All Level
Summer II 2016
EDUC 4311/12/13/14
Location: O’Connor Building, Room 255
10:00-11:50

I. Professor: Dr. Mark Hughes
Office—Faculty Center—240 Office Hours: By appt.

Contact Dr. Hughes through:

1. Phone: (361) 779-4873 8:30 AM to 11:00 PM
2. Text: (361)-779-4873 8:00 AM to 11:30 PM
3. E-mail: mark.hughes@tamucc.edu

II. COURSE DESCRIPTION

EDCI 4311/12/13/14 Classroom Management

A study of classroom organization and management as related to basic principles of human development and learning. Preventative discipline techniques utilizing both group and individual processes are emphasized. This course is to be taken concurrently with student teaching. Prerequisite: EDCI 4605/6/7/8 and teacher education department approval

The four variations of the Classroom Management course are based upon the distinctive levels of teacher certification in the State of Texas. Each of these courses require field experiences and assignments in their respective levels of teacher certification. Every section of the Classroom Management course may include a mix of pre-service teachers seeking any level of teacher certification. However, the student teaching assignments required will match the pre-service teacher’s level of teacher certification.

Rationale

Beginning teachers must have some basic skills in classroom organization and management to survive and thrive in the classroom. Development of these skills is dependent on an understanding the principles of human growth and development and an understanding of management theories and practices that work for successful teachers.
III. Required Course Materials

Textbooks


IV. EC6 Standards Domains, Competencies Alignment Chart

149.1001. Teacher Standards

(b) Standards.

(1) Standard 1—Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

(3) Standard 3—Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards.

(4) Standard 4—Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(5) Standard 5—Data Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(6) Standard 6—Professional Practices an Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly
with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

V. PPR Domains and State Competencies:

**LEARNER-CENTERED KNOWLEDGE:** The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

**LEARNER-CENTERED INSTRUCTION:** The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

**EQUITY IN EXCELLENCE FOR ALL LEARNERS:** The teacher respects, addresses, and validates the needs of diverse learners.

**LEARNER-CENTERED COMMUNICATION:** The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

**LEARNER-CENTERED PROFESSIONAL DEVELOPMENT:** The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

VI. TExES Competencies

The following TExES competencies will be developed in this class:

001. The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their development characteristics and needs.

002. The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

004. The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

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.

006. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

008. The teacher provides appropriate instruction that actively engages students in the learning process.

010. The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

011. The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
012. The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

VII. Technology Competencies (relevant to course) Technology Competencies (relevant to course—

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. 1.5 create, present, publish, and copyright original works as a means of personal or group expression.

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning. 2.3 employ technological collaboration such as sharing information through online communications to complete tasks; 2.4 use groupware, collaborative software, and productivity tools to create products, 2.5 use technology in self-directed activities to create products for and share products with defined audiences;

17 Subject Matter Curricular Topics

- Reading Instruction
- Code of Ethics & Standard Practices
- Child Development
- Motivation
- Learning Theories
- TEKS Organization, Structure & Skills
- TEKS in the Content Areas
- State Assessment of Students
- Curriculum Development & Lesson Planning
- Classroom Assessment
- Classroom Management
- Special Populations
- Parent Conferences / Communication
- Instructional Technology
- Pedagogy / Instructional Strategies
- Differentiated Instruction
- Certification Test Preparation
VIII. Instructional Methods and Activities

1. Classroom experiences (Discussions, direct instruction, lecture/discussion, modeling, writing, video, on-line deliveries, reflection, etc.)
2. Clinical experiences- cooperative groups, student presentations, guided discovery, simulations
3. Field experiences–student teaching (over 50% of course time occurs in public school)
IX. Assignments/Calendar

1) Chapter Summaries/Responses (11 @ 30 points each) 330 points

   I expect high quality work in appearance and content on every assignment. You will need to demonstrate a professional level of writing competence. You are one step from being THE teacher. Your work is a reflection of you, and as the teacher, it will be a reflection of your competence and professionalism. Please read Late Work policy.

   Word-process all assignments (12 pt. font, double-spaced), unless otherwise directed. Points will be deducted for misspelled words, grammatical errors and/or punctuation errors. Proofread your work and have someone else proof your work. Word-process the heading or title page also.

   You will need to follow the Writing Guidelines that will be distributed and also follow the grading rubric by which the chapter response will be graded. Late papers turned in after class begins will receive 50% off before grading.

Guidelines for Chapter Responses:

   You will need to write a double-spaced typed reflective response to each of the text chapters from Principles of Classroom Management and bring the response to our class meetings. Every paper should be two full pages long and go three lines on to page three for the minimum length. These responses will serve as the basis for our discussions of the readings. The format for each response will include:

   Rough draft: While you are in Microsoft Word before you begin typing your document, hit the control button and the F1 button at the same time

   Analysis of the Chapter (NOT a summary!)
   What is the overall theme? What are the implications for you as a teacher and for the success of your students?

   Consider Methodology
   What choices are being made? What are the constraints of such choices? What are the potential benefits? What would you do differently?

   React and Connect
   How does this reading connect with what you have read or experienced earlier? What do you agree with in the reading? What do you disagree with? What provokes an emotional response?

   Sentence/Quotes
   Identify two lines or a quote in the chapter. Why did you “zero” in on these lines? How will your colleagues benefit from your sharing these thoughts?
Guidelines for Chapter Responses continued…

Notes:

- These **two pages** must be done thoughtfully and timely in order to benefit you and your colleagues. These are not summaries but reactions/reflections. The instructor will collect these reading responses daily to assess.
- Papers will be exchanged with group members at the beginning of class. Class members will read each paper, proofreading and highlighting different points in each paper that they want to discuss with the whole group.
- A model will be distributed for you to follow.
2. Guidelines for Responses for *Beyond Discipline* and *Hear Our Cry—Boys in Crisis*.

1. You will write a one page (one page plus three lines long minimum) paper to each chapter. The first half is a summary of the chapter and the second half is a response (opinion) to what the author talked about. **Tell me what you think about his philosophy in each chapter rather than your personal experiences.** Make sure you use the author’s name in the paper and whether you agree or not with his ideas in the chapter. (See rubric).
2. **Discipline Model Presentations: 50 Points**

Students will work in designated teams to present an assigned discipline model. A minimum of two outside resources must be used and the presentations/skit must be at least 20 minutes in length. The presentations should address the following:

- Involve all team members.
- Be professionally prepared as if you were sharing at a conference and contribute positively to your own growth and that of your colleagues. Be sure to address the multiple intelligences and learning styles of your audience while presenting the key points of your discipline model. In other words, **engage your audience**.
- Actively engage our class in an activity/skit that demonstrates the discipline model. Your group will create a classroom situation including behaviors or procedures that impede learning in the classroom environment. Then, the techniques and procedures from the discipline model should improve the learning environment.
- Provide a **CREATIVE** one-page handout for the entire class that details the discipline model’s key points.
Create a Google doc adding on to each student’s knowledge for each discipline model created. This may be your handout or an additional handout for your presentation. Go to:

https://docs.google.com/document/d/1OJjs4VFkLhaALtnS2o52bnpJM7Q_ODngjRelpNo/edit?usp=sharing

to create your document. It’s self-explanatory, but I’ll discuss in detail in class. See the document below:

<table>
<thead>
<tr>
<th>Group Discipline Model Group Presentation</th>
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<tbody>
<tr>
<td><strong>Biography/Background</strong></td>
</tr>
<tr>
<td>Alfie Kohn</td>
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<tr>
<td>Barbara Coloroso</td>
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<tr>
<td>Rudolph Dreikurs</td>
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<tr>
<td>Lee &amp; Marlene Canter</td>
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<td>Dr. Harry Wong</td>
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<td>Love &amp; Logic - Jim Fay &amp; Dr.Charles Fay</td>
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<tr>
<th><strong>Characteristics of the Model</strong></th>
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<th><strong>Positive aspects of the Model</strong></th>
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<th><strong>Negative aspects of the Model</strong></th>
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<tr>
<th><strong>Discipline with dignity</strong></th>
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<tr>
<td>Richard Curwin &amp; Allen Mendler</td>
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<tr>
<td>William Glasser - Noncoercive Discipline</td>
</tr>
<tr>
<td>Positive Discipline in the classroom</td>
</tr>
<tr>
<td>Jane Nelson</td>
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<tr>
<td>Lynn Lott</td>
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<tr>
<td>H. Stephen Glenn</td>
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<tr>
<td>Thomas Gordon - Discipline as self control</td>
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<tr>
<td>Linda Albert - Cooperative Discipline</td>
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4) Presentation to beginning teachers (25 points)

Students will present an assigned topic on teacher issues. Each person will have only four to five minutes to relate the facts to the other students. Students will be required to create a visual (it can be a handout or a chart on the overhead projector or a short power point) to use during the presentation.

Students are to go to: www.TCTA.org
At the top of page, hit Publications
Hit: TCTA’s Survival Guide
Click on your topic and print it out for you to study and present on.

<table>
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<tr>
<th>Rubric for this assignment:</th>
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<tr>
<td>Topic is addressed:</td>
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<td></td>
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<tr>
<td>Eye contact is consistently made:</td>
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<td>Didn’t just read the information; used appropriate eye contact.</td>
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</tbody>
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Maximum of 25 pts.

If you have any questions on how to access this information, see me in class or call me.

5) Assessments:

- Classroom Management Plan – Follow format provided. (175 points)
• Mid-term Exam (50 points) A review sheet will be provided if applicable. The format of the test will be discussed.
• Final Exam (50 points) A review sheet will be provided if applicable. The format of the test will be discussed.
• 14 papers written on responses to **Beyond Discipline and Boys in Crisis** 25 pts. each. (350 pts.) 1 page in length—(one page plus 3 lines on to page 2 minimum). Late papers 50% off.
• Discipline Model Presentation: 50 pts.
• 11 tests or 11 papers written on responses to the textbook **Principles of Classroom Management** (330 pts). 2 page plus three line minimum in length. **Late papers 50% off.**

X. Evaluation Procedures and Grading Scale
The methods of evaluation and the criteria for grade assignments are:

A. Methods and Points of Final Course Grade Each Assessment Constitutes

- **Chapter Summaries or tests over Principles of Classroom Management**
  
  (11 @ 30 pts. Ea.)  
  330 points

- **Presentation to beginning teachers**  
  25 points

- **Discipline Model Presentation (Skit)**  
  50 points

- **Mid-term Exam**  
  50 points

- **Classroom Management Plan**  
  175 points

- **Final Exam**  
  50 points

- **14 papers over additional readings over Beyond Discipline and Hear Our Cry—Boys in Crisis**  
  @ 25 points each  
  350 points

- **Total possible points**  
  1030

B. Grading Scale

- **900 – 1030**  
  = A

- **800 – 899**  
  = B

- **700 – 799**  
  = C

- **600 – 699**  
  = D

- **<599**  
  = F

**All Written Assignments**

A word about any papers you write this semester. ALL papers must have a rough draft attached behind the final copy. A rough draft is not a second printing of the final copy. It is not a copy with all of the errors circled (see writing guidelines). A rough draft is written on, messy, etc. You may turn in or attach more than one rough draft. Every paper submitted will not only have a rough draft, but points will be given for the quality of the rough draft based on do I believe it’s a real rough draft, or written after your final copy was finished. **Rough drafts may be handwritten, but all final copies must be typed. Do not print on the back side of your final copy.**

**MAKE-UP POLICY:** You are personally responsible for all material discussed in class, even if you have a doctor’s excused absence. You will need to make your own arrangements for material covered during the time you are absent from class. The instructor does not provide lecture notes for student use.

**LATE WORK POLICY:** 50% off any papers I receive after class begins. You may email me papers after class, but they will have 50% deduction before I begin grading.

In the event you cannot print an assignment due to unforeseen circumstances, please e-mail it to me before class begins and bring a hard copy the next day. I will compare the sent e-mail to the one submitted to make sure no changes were made to the assignment, then grade the hard copy and delete the e-mailed copy.

**XI. University Policies and Procedures**
a. Academic Integrity/Plagiarism

The following actions, or the aiding abetting, inciting of, or attempt to commit these actions, constitute violations of the Student Code of Conduct. Any student found to have committed or to have attempted to commit the following prohibited conduct is subject to the disciplinary sanction(s) outlined in Article VIII of the Student Code of Conduct.

Specific violations of the Student Code of Conduct include, but are not limited to:

1. Academic Misconduct
2. Plagiarism
3. Multiple Submissions
4. Collusion Fabrication, Falsification, or Misrepresentation.

(See pp 106-108 of the Student Handbook for complete definitions).

b. Disability Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

c. Dropping a class

I hope you never find it necessary to drop this or any other class. However events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is in the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of “W: this term. See website http://www.tamucc.edu/academics/academic cal.html

d. Classroom Professional Behavior/Classroom Conduct
Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.  

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

e. Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University—Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e. emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain the course instructor has a primary and a secondary means of contacting each student.

f. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures The documents are accessible through the University Rules. Web site at http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

g. Sexual Misconduct
Texas A&M University—Corpus Christi (TAMUCC) is committed to ensuring an environment in which members of the University community, guests, and visitors have the right to be free from sexual misconduct. When an allegation of sexual misconduct is brought to the attention of the University and an individual is found to have violated this policy, serious sanctions will be used as an effort to reasonably ensure that such actions are minimized and prevented whenever possible. These procedures have been developed to reaffirm these principles, to serve as complimentary function of the Student Code of Conduct and to provide recourse for those individuals whose rights have been violated. It is imperative that all students read through the Student Code of Conduct, which serves as the primary document regarding student misconduct. The code can be found online at judicialaffairs.tamucc.edu. These procedures establish a mechanism for determining when the sexual misconduct policies have been violated.

h. Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [Link to statement of civility]

i. Attendance Policy

Attendance is crucial to your success in this program and your development as a professional. Attendance is expected. Due to the nature of this course, participation is critical. Please arrive to class on time and be prepared to stay until the class is dismissed. Any combination of arriving late or leaving class early two times will count as an absence.

Two absences count in a one letter reduction in your grade. Three absences and you will be dropped from the class.

If you have a total of two absences—that is, any combination of absences, tardies, or leaving early, your final grade will be dropped one letter. On your third absence—that is, any combination of absences, tardies, or leaving early, you will be dropped from the class.

An excused absence is one where you were attending a school-sanctioned activity or you have a doctor’s excuse. It is your responsibility to check with fellow classmates for any missed work or assignments. There are no extra credit opportunities in this class. (If you are going to be tardy or absent contact me in advance via phone call or text. Do not tell a fellow classmate to relay a message to me.
j. **Cell Phone Policy:**

To receive the full benefit from this course, the use of electronic devices for unrelated activities (i.e. text messaging, instant messaging, internet surfing, etc.) is prohibited. If I suspect improper use of your electronic device, I will ask you to leave. If this problem persists, I will have you removed from the class. Check your phone for messages during breaks. Put your cell phones away in your purse, pocket, or knapsack. *I don’t want to see your phone on your desk at all. You may get it out at breaks but put it up afterwards.*
XII. Bibliography


