EDUC 5353 - Classroom Management and the Student
Course Syllabus – spring 2020

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I. Office Hours: If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings after checking the forum, please email me directly.

II. Course Description and Rationale

This course serves as a basic course that deals with how teachers manage their classrooms and motivate the students to be the best they can be. Course activities include readings from the textbooks, discussion forums so that students can interact with each other, group work, written assignments and other forms of learning and interaction. The goal of the course is to enable students to become excellent teachers in the State of Texas.

Classroom Management and the Student is a graduate level course that provides the students with information and practice in the dimensions and complexities of teaching. This course also provides the student with a foundational knowledge of classroom management, and the role of a teacher. What outstanding teachers do in the classroom will be the overarching theme of this course.

Course Format

This class will be on-line and will last 7 weeks. A new unit will be presented each week, and you will be expected to engage in timely online discussion, so it is important that you keep up with the work as it is assigned. You will be expected to utilize a variety of technologies to prepare you to teach in a 21st century classroom. If you have trouble using on-line classes a student tutorial is available on the Island Online website http://iol.tamucc.edu and the island helpdesk phone number is 361-825-2825.
III. Required, Supplemental and Optional Course Materials


IV. §149.1001. Teacher 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 lessons 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 and 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. *Statutory Authority: The provisions of this*
Domain I-Designing Instruction and Assessment to Promote Student Learning
Competency 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. Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. Competency 004 – The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II-Creating a Positive, Productive Classroom Environment Competency 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. Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. Domain III-Implementing Effective, Responsive Instruction and Assessment Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process. Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students. Competency 010 – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students. Domain IV-Fulfilling Professional Roles and Responsibilities Competency 011 – The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families. Competency 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.

VI. TExES Competencies

The beginning teacher will:
• incorporate instructional strategies through providing opportunities for students to participate actively and successfully by: o varying activities o interacting with students in different formats, when appropriate o soliciting participation o extending student responses o providing appropriate wait time o implementing the lesson at an appropriate level of difficulty o using higher level questioning (TEExES I.001, I.004, II.008; Proficiencies I.1, II.3, II.4, II.5, IV.2)

• evaluate and provide feedback on student progress during instruction through:
  • communicating learning expectations
  • monitoring students’ performances as they engage in learning
  • reinforcing correct responses/performances

• providing corrective feedback or clarifying
  • re-teaching using a different strategy, as appropriate (TEExES I.001, I.002, I.003, I.004, II.010; Proficiency II.3)

• maximize the amount of time available for instruction by:
  • beginning promptly/avoiding wasted time at the end of the instructional period
  • implementing appropriate sequence of activities
  • maintaining appropriate pace
  • maintaining focus
  • keeping students engaged (TEExES I.003, I.004, III.008; Proficiency II.3)

• managing student behavior by:
  • specifying expectations for class behavior
    • applying rules consistently and fairly (TEExES II.005, II.006; Proficiency II.1)
  • present subject matter to teach for cognitive, affective, and/or psychomotor learning
  • beginning instruction/activity with an appropriate introduction
  • presenting information in an appropriate sequence
  • relating content to prior or future learning
  • providing for definitions of concepts and description of skills and/or attitudes and
interests

• providing elaboration of critical attributes of concepts, skills, and/or attitudes and interests

• stressing the generalization, the principle, the rules as a relationship between or among concepts, skills, or attitudes/interests

• providing opportunities for application of knowledge learned
  • closing instruction through assessing students’ knowledge of the objective (TExES I.001, I.002, I.003, I.004; Proficiencies I.1, I.2, II.4, II.5)

• use effective communication skills by:
  • making no significant errors in content
  • explaining content and/or learning tasks clearly
  • using correct grammar
  • using accurate language
  • demonstrating skill in written communication
    • using appropriate vocal delivery (TExES III.007; Proficiencies I.1, IV.2)

• create a learning environment by using strategies to motivate students to learn through:
  • relating content to student interests/experiences
  • challenging students by using higher level thinking/problem solving skills

(TExES I.001, I.002, I.004; Proficiencies I.2, II.3, II.5, III.1)

• maintaining a supportive environment by:
  • avoiding sarcasm and negative criticism
  • establishing a climate of courtesy and respect
  • encouraging slow and reluctant students
    • establishing and maintaining a positive rapport with students (TExES I.001, I.002, II.005; Proficiencies I.2, II.2, III.1, IV.3)
• demonstrate enthusiasm for teaching by:
  • employing varied expressions
    • demonstrating varied voice intonation (TExES III.007; Proficiency II.5)
  • exhibit improvement in instructional techniques during each observation (TExES IV.012; Proficiency IV.4)
  • apply learning principles in the classroom (TExES III.008; Proficiency I.1)
  • analyze and reflect upon teaching performance VII. Technology Competencies

Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. Standard II. All teachers collaborate and communicate both locally and globally to reinforce and promote learning Standard III. All teachers acquire, analyze, and manage content from digital resources. Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills. Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources. VIII. Student Learning Objectives

A. Develop a well-informed perspective of teaching as a profession B. Increase understanding of classroom management and how it affects students C. Increase knowledge of organizational skills that are to be used in the classroom. D. Gain experience in promoting a positive student learning environment Course objectives:

A-1. Formulate a pedagogically sound and personally comfortable classroom management plan. B-1. Summarize and discuss applications of developmental, behavioral and cognitive learning theories and how they affect student behavior B-2. Summarize and discuss the critical role of acceptable student behavior in the teaching/learning process

C-1. Utilize Bloom’s taxonomy to develop a range of appropriate written instructional objectives having to do with student behavior C-2. Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning C-7. Plan management strategies that are designed to meet students’ special learning
IX. Instructional Methods and Activities

The major topics to be considered are:

- Classroom Management
- Classroom Organization
- Learner-Centered Knowledge
- Learner-Centered Instruction
- Equity in Excellence for all Learners
- Learner-Centered Communication
- Learner-Centered Professional Development

Methods and activities for instruction include:

This course will be delivered on-line. It will involve readings from the required textbook and online sources; you are expected to read the entire textbook, although selected chapters will be assigned. These readings will inform the course activities, discussions, quizzes, and reflections. You will utilize the online Classroom Management Simulations via the Pearson MyEducationLab to gain experience reflecting on teaching aligned to the course topics. You will participate in presentations via VoiceThread, and you will create your own online website. This course is reading intensive, and therefore it is critical that the assigned chapters are read carefully in order participate in discussion forums, complete activities, write reflections, analyze teaching, and complete quizzes.

X. Assignments/Calendar
These are the topics that will be covered during each week. You must read the corresponding text **BEFORE** each week. In other words, on the first day of class, be prepared to address the first chapter.

Your assignment due dates are **posted in the Bb calendar**, and you are expected to subscribe to the calendar and refer to it if you have questions about any due date.

A specific class agenda will be posted on Bb.

**Evaluation and Grade Assignment and Overview of Course Requirements**

All work will be submitted online via Bb, although it is expected that you will work on and access documents in the GoogleDrive, VoiceThread and other online platforms. It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. Due to the condensed timeline for this course, it is imperative that you turn in all assignments when they are due. **Late work will not be accepted** unless your experience extenuating circumstances, and if so, you must contact Dr. Reinhardt immediately to make alternative arrangements.

This course begins on a Monday, therefore, for the purpose of this course, a week runs from Monday through Sunday.

As a graduate level course, your learning is based on the assumptions that:

- You will read all assigned reading materials and watch all videos.
- You will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course via Discussion Forum, VoiceThread and the MyEducationLab.
- Your participation will reflect prior completion of reading assignments.
- You will be expected to participate in asynchronous activities with your peers in order to foster your understanding of planning, teaching, and learning processes.
The course assignments have four major categories:

1. Course readings, quizzes and My EducationLab simulations
2. Texas Classroom Survival Guide
3. Classroom Discipline Models
4. Classroom Management Portfolio

**Course readings, quizzes, and My EducationLab simulations**

- **Chapter Discussion Forums** – *Initial Post Due Tuesday / Response to Classmate Due Thursday* You are expected to participate and share the initiation of intellectual dialogue and to guide yourself and your classmates, in the dissemination, analysis, and creation of course relevant information. In particular, you must maintain communicative visibility when engaged in an online discussion forum. You must not rely on others to carry online dialogue. Everyone must proactively contribute to these discussions.

- **MyEducationLab Classroom Management Simulations** – *Due Wednesdays* You will watch and respond to videos of high quality teaching aligned with the course topics. The MyEducationLab is part of your textbook, and you will find instructions to access these simulations in the “MyEducationLab” link on the Bb homepage.

- Creating Classroom Behavioral Expectations
- Helping All Students Believe They Can Achieve
- Developing Positive Teacher Student Relationships with All Students
- Creating an Effective Classroom “Discipline” Policy
- Responding to Mildly Disruptive Behavior
- Effectively Handling Transitions
- Responding to Students’ Failure to Follow Classroom Expectations
- Dealing with Situations Where Students Are Being Bullied/Harassed
• Understanding “Triggers” for Unproductive Student Behavior, and Preventing this Behavior
• Developing Behavior Change Plans for Students Who Demonstrate Serious and/or Persistent Disruptive Behaviors

• Chapter Quizzes – **Due Fridays, except**

**Syllabus Quiz**
• Syllabus Quiz & Introduction VoiceThread Slides (Must include video)

**Texas Classroom Teachers Survival Guide – Due week 5**
• Each student will record a five to seven minutes Voice Thread to a topic from the TCTA Survival Guide. Students will be required to create a visual (it can be a PDF or a short power point) to upload to VT for use during the presentation. The visual will be saved to the class GoogleDrive before your presentation. ✓ Students are to go to [www.TCTA.org](http://www.TCTA.org) ✓ At the top of page, select **Publications** ✓ Select: **TCTA’s Survival Guide** ✓ You may not present on a topic that another student has already selected; you will **select a topic** presentation and list the title of your topic in the class GoogleDrive.
• Each week you will be required to view and comment on the topic presented. In order to receive full credit, you will need to **add a video comment**, and you are expected to **simulate further conversation**. In other words, pose questions, offer resources or add personal perspectives to liven the conversation.

**Classroom Discipline Model Presentations**
• Students will work in designated teams to present an assigned discipline model. A minimum of two outside resources must be used and the presentations 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 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. You will post this handout to the class GoogleDrive before our class meeting.

• You will be required to view and comment on the topic presented. In order to receive full credit, you will need to add a video comment, and you are expected to simulate further conversation. In other words, pose questions, offer resources or add personal perspectives to liven the conversation.

Classroom Management Plan – Due Mondays

Your Classroom Management Plan will be a digital collection of artifacts that demonstrate your knowledge of the facets of classroom management. You will be required to create a simple web page using an online platform you feel comfortable using (Wix, Weebly, BlogSpot, GoogleSites). Overall, there are three parts to the Management Plan, but it is not necessary that you complete them in any particular order. The assignment requires the following artifacts:

 ✓ An account of your activities for the first three days of class (60 points) ✓ Development of three “Getting Acquainted” activities (30 points) ✓ An introductory letter to parents (10 points) ✓ A written classroom management philosophy (20 points) ✓ A rendering of your classroom arrangement and analysis (20 points) ✓ A written example and analysis of your Incentive System (20 points) ✓ A letter to communicate student academic struggles (20 points) ✓ A letter to communicate student persistent misbehavior (20 points)
• Website shell complete by Monday of Week 2
• Four items are due Monday of Week 3
• Four artifacts are due Monday of Week 4
• Peer Review is due by Monday of Week 6 & 7 in the Bb discussion forum

XI. Evaluation Procedures and Grading

Scale

All work will be submitted online via Bb. You will complete assignments in MyEducationLab (Classroom Management Simulations), the GoogleDrive, and on your website, but it will only be graded if you submit it to Bb. It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. Due to the condensed timeline for this course, it is imperative that you turn in all assignments when they are due. Late work will not be accepted unless your experience extenuating circumstances, and if so, you must contact Dr. Reinhardt immediately to make alternative arrangements.

As a teacher, you will be judged by parents, other teachers, your administration and the public in your actions, your speech, and your writing. It is vital to strive for excellent in communication in all areas.

In this course, you will always be graded on the quality of your writing. You are a model for our profession and your expertise in written communication is paramount. Seek assistance from the Center for Academic Student Achievement to improve your skills.

Assignments Graded Value

Introduction Slides in Voice Thread
75 points for posting, 25 for 100 replies

Discussion Forum based textbook chapters (Bb forum)
20 points each, 5 initial posts/5 replies
100
Texas Classroom Teachers Association (TCTA) Survival Guide Presentation (via VoiceThread)

50 points 50
Peer Response to all Texas Classroom Teachers Association (TCTA) Survival Guide Presentation (via VoiceThread)

50 points 50
Group Discipline Model Presentation (via VoiceThread)

200 points 200
10
Peer Response to each Group Discipline Model Presentation (via VoiceThread)
100 points 100
MyEducationLab Classroom Management Simulations
10 points each, 10
100 simulations

Classroom Management Plan Eight artifacts in a digital portfolio (website)
Varies 200
Peer Review of Classroom Management Plan (in Bb forum)
100 points 100
Syllabus & Bb Quiz 40 points 40
Online Chapter Quizzes 40 points, 4 quizzes 160
Total 1100

Grading scale:
QUALITY OF WORK LETTER GRADE PERCENT RANGE
Exemplary A 93% -100%
On-Degree Level Work B 85% -92%
Minimal/ Needs Improvement C 75% -84%
Poor/ Attempted And Submitted D 65% -74%
Failure F 64% or below

XII: University Policies and Procedures
You must review and acknowledge each of the course policies located in the “Welcome & Course Policies” section of Bb.
a. Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as
one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

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 that 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 116. 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 that 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 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. Preferred methods of scholarly citations Publication Manual of the American Psychological Association, Sixth Edition is the method for citations within papers. You can find a style guide for APA at https://owl.english.purdue.edu/owl/resource/560/01/

e. Classroom/professional behavior All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available
through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

f. 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 that the course instructor has a primary and a secondary means of contacting each student.

g. Grade Appeals As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that 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 Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.

These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

h. SACS statement Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.
Classroom access is strongly recommended for students enrolled in teacher education degree program. Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments. Writing Across the Curriculum Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

i. Clear central idea carefully and coherently developed with intended emphasis

ii. Correct grammar; no persistent mechanical errors

iii. Neat appearance with evidence of having been carefully proofread

iv. Academic integrity and honesty

v. Full documentation of research work

vi. References cited using APA style (except in Discussion postings in online classrooms). A Pocket Guide to APA Style is one of the recommended text that should be purchased to help with success in writing. You may also visit the following website for more information on APA style: http://www.apastyle.org/

Please note that although academic standards are expected in all submitted assignments and formal discussions, candidates will not be graded on other written contributions to the course, such as informal questions, comments, and additional discussions that candidates may choose to begin. Slightly revised again by Dr. Frank Lucido, Associate Dean of College of Education, 1/20/2014.

i. Classroom Participation In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page.
Assignments submitted prior to the official start date will not count toward your participation. Financial aid may be negatively affected if class participation as defined above is not met.

If you have any questions about your assignments, or you are unable to complete your assignments, please contact your faculty member right away.

j. Nonacademic misconduct The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

i. The instructor's ability to conduct the class, ii. The inability of other students to profit from the instructional program, or iii. Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

k. Sexual misconduct

Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action

XII. Bibliography