I. Course Description: This course challenges candidates to reflect on ways to implement research based engagement strategies and classroom management techniques for a diverse and learner centered classroom. Through a lens of critical and culturally responsive pedagogy, the candidates will reflect on topics such as classroom organization and procedures, developmentally appropriate behavioral expectations, educator ethics and leadership.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:

1. The candidates will create a classroom management plan that addresses strategies, theories, communication and procedures.
2. The candidates will review a case study based on classroom management issues and discipline theories.
3. The candidate will present critical evaluations of research based classroom management theories.
A. GOALS AND OBJECTIVES:

e. Identify various learning styles.
f. Identify the basic elements of productive student-centered communication.

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1D(i). Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
1D(ii). Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
2A(ii). Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
2C(i). Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
2C(ii). Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
4A(ii). Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
4A(iii). Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
4B(i). Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
4B(ii). Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
4C(i). Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
4C(ii). Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
4D(i). Teachers maintain a strong culture of individual and group accountability for class expectations.
4D(ii). Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

PPR TEST FRAMEWORK

1E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and
emotional development impacts their development in other domains (i.e., cognitive, physical).

1K. Recognizes that positive and productive learning environments involve creating a culture of high academic expectations, equity throughout the learning community and developmental responsiveness.

1N. Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help students address these challenges.

1P. Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents and understands the significance of peer-related issues for teaching and learning.

4C. Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).

4H. Teaches, models and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools).

4L. Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.

4P. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students’ increasing ability over time to engage in abstract thinking and reasoning.

5B. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.

5C. Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.

5E. Uses a variety of means to convey high expectations for all students.

5F. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.

5G. Creates a safe, nurturing and inclusive classroom environment that addresses students’ emotional needs and respects students’ rights and dignity.

6A. Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment.
6B. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children’s ability to collaborate with others.
6C. Organizes and manages group activities that promote students’ ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
6D. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
6E. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.
6F. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books and facilitating communication.
6G. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
6H. Applies theories and techniques related to managing and monitoring student behavior.
6I. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.
6J. Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).
7D. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.
8G. Employs effective motivational strategies and encourages students’ self-motivation.
8H. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS
9F. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities and materials to integrate the Technology Applications TEKS into the curriculum.
10E. Responds flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity) and adjusts instructional approaches based on ongoing assessment of student performance.
**ESL STANDARDS:**

**3D.** Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

**4B.** Understands the role of the linguistic environment and conversational support in second-language development and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.

**4F.** Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.

**5G.** Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

**9B.** Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students’ learning and language acquisition.

**9C.** Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

**9D.** Demonstrates sensitivity to students’ diverse cultural and socioeconomic backgrounds and shows respect for language differences.

**10B.** Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities.

**10C.** Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.

**10D.** Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.
Ill. Course Assignments, Activities, Instructional Strategies, use of Technology

1. **Reading Abstracts (7 abstracts @ 50 pts per = 350 pts.)** Students will be expected to submit one abstract for each reading or article assignment. All abstracts derived from course readings must capture the thematic and practical essence of each reading. *Individual abstracts should approximate one-half to one page in length.* 1st Abstract Due: January 23rd and every other Tuesday thereafter until completion of Reading List.  
**Note:** Additional readings and activities will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available in our course packet or on-line.

2. **Reading Facilitations (2 @ 50 pts. per = 100 pts.)**  
Each small group will facilitate two assigned readings. This entails a) presenting a summary of the reading; b) posing 5-6 trigger questions about the reading material and leading a whole-class discussion revolving around those questions; c) developing 2 or more relevant uses for the topic in the classroom environment; and d) concluding with a summary of the topic to include comments put forth in the course of the facilitation. **Due:** TBA (see: Facilitation Guidelines handout).

3. **Theory of Classroom Management Presentation (100 pts.)**  
Each small group/learning community will prepare and teach a lesson focusing upon one of the recognized theories of classroom management / discipline. A **formal lesson will be developed** to include instructional objectives, appropriate instructional strategies/methods, and pre and post assessment activities. Lesson focus will be upon fostering a meaningful understanding of a specific classroom management theory and its relevance towards the creation and maintenance of a safe, productive learning environment for all students. **Due:** Feb. 13th, 15th, 20th, 22nd.

4. **Classroom Management Plan (150 pts)**  
Each candidate will submit their own classroom management plan, one to be implemented in the soon-to-be-professional's first teaching position (and possibly student teaching). This plan should follow the Classroom Management Plan guidelines provided by the course instructor. **Final Plan Due:** April 19th.

5. **Mid-Term (100 pts.) / Rough Draft Classroom Management Plan. Due: Mar. 6th.**

6. **Classroom Instruction Plan (100 pts.)**  
Each candidate will create an instructional plan detailing multiple instructional methods that they choose to implement in their content area in order to effectively impart their curricular responsibilities and more importantly, enhance student learning and academic success. This plan must detail a minimum of six (6) specific instructional methods that are contained in the 5 instructional strategies. Each strategy must be accompanied by a brief definition and appropriate assessment techniques that should
align with the instruction. Due: Mar. 27th.

7. **Classroom Management/Instruction Resource File (100 pts.)**
   This resource, to be utilized in student teaching and later, in professional practice, will be comprised of a 3 ring binder comprising the course packet but also classroom management theory articles, instructional strategies, assessment strategies, and handouts / articles that pertain to issues of professionalism, social justice, critical pedagogy, and related research and/or professional writings distributed by the course instructor and/or collected by the candidate her/himself. Organization of this binder is critical to include: tabs for each specific section, all graded assignments, and other material received in the course of the semester. Reviewed in-class: Tues, Apr. 26th.

8. **Final Exam (150 pts.)**
   The final exam will consist of a comprehensive summary of all course material candidates were exposed to in the course of the semester. Exam will be take-home then graded / analyzed in class on **Tuesday, May 1st.** (11:00 – 12:30).

9. **Professional Dispositions [Pre-Service Teacher Appraisal] (10 pts. per day) (290 pts.)**
   This grade pertains to candidate’s adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, in-class engagement, and above all, commitment to intellectual growth. The instructor’s subjective perception of each candidate is a component of this assessment and that perception is a reflection of candidate behavior, effort, attitude, initiative, and growth. Timely submission of assignments will also be a factor.

10. **Attendance: (145 pts.)** 29 class meetings during the semester. 5 points per class session. Candidates who are late for class 15 minutes or more will be counted as absent. Each candidate may choose to take up to two (2) excused absences however, the candidate must notify the course instructor of his/her intent prior to the absence (via e-mail, phone call, or notification by a peer).

11. **Class Participation (29 meetings @ 5 pts per):145 pts.**
   A significant portion of the candidate’s grade will be determined by her/his active participation in class discussions and activities to include ongoing collaboration with assigned small group members.

**Evaluation and Assessments (Grading):**
Student grades will be determined by the following criteria:

1) Attendance: (29 class meetings @ 5 pts. per session) 145 pts.
2) Participation: (29 class meeting @5 pts. per session) 145 pts.
3) Professional Dispositions: (collaboration, preparation, professionalism @ 10 pts. per class) 290 pts.
4) Reading Abstracts (50 pts. per abstract @ 7 abstracts): 350 pts.
5) Reading Facilitations: (50 pts. per @ 2 Facilitations) 100 pts.
6) Theory of Classroom Management Presentation: 100 pts.
7) Mid-Term: 100 pts. (Rough Draft of Classroom Management Plan)
9) Classroom Instruction Plan: 100 pts.
10) Final Exam: 150 pts.
11) SED 460 Resource File (3 ring binder comprised of course packet and additional material supplied by instructor and/or collected by the intern) 100 pts.

Total Points: 1630

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

IV. Tentative Course Outline/Calendar:

Week One: Course Intro; Small Group Assignments; Begin Course Readings / Lesson Plan Review

Week Two: Classroom Management Activity; Lesson Plan Review / Abstract #1 due

Week Three: Classroom Management Activity; Reading Facilitation #1 and #2

Week Four: Engaged Instruction + Active Learning / Abstract #2 due / Reading Facilitation #3

Week Five: Classroom Management Theories Presentations (1 & 2)

Week Six: Classroom Management Theories Presentations (3 & 4) / Abstract #3

Week Seven: Intro: Cooperative Learning

Week Eight: Intro: Differentiated Instruction / Abstract #4 due

Spring Break: March 10th – 18th

Week Nine: Mid-Term due: Rough Draft Classroom Mgmt. Plan / Reading Facilitation #4

Week Ten: Classroom Instruction Plan due / Abstract #5 due / Easter Break

Week Eleven: Classroom Management Plan Review, Reading Facilitation #5

Week Twelve: Intro: Project-based Learning / Intro: CCRS

Week Thirteen: CCRS/ Reading Facilitation #6/ Classroom Management Plan due /

Week Fourteen: Abstract 7 due / Reading Facilitation #7 & 8 / Resource Binder Review

Week Fifteen: Dead Week

Week Sixteen: Finals Week

V. Readings:

1. SED 460 Course Packet

2. Selected additional readings as assigned / provided by instructor

VI. LiveText Statement:

Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you
do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation, 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the Instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the Instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Attendance is mandatory. This course constitutes a portion of your professional preparation.**

You may have two excused absences. When you choose (or are compelled) to be absent you must notify the professor BEFORE the absence. Notification may take the form of an e-mail, a phone call, or an advisement by a peer. Any more than the allowed absences may result in the lowering of the final grade in the course (dependent upon the circumstances surrounding those absences). Each absence (excused or otherwise) incurs an automatic loss of that day’s participation points / professional disposition points.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once
verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not Limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information Use of Cell Phones in class – cell phone use or scrutiny is prohibited in class. Under no circumstances will cell phones:

1. Be tolerated during regular course time unless candidates are requested to access personal technological devices for in-class academic activities. Just as in the public school environment where cell phone usage in class would be considered a sign of disrespect and a distraction (not to mention a hindrance to learning), so shall their presence be viewed in your internship class. As such, cell phone use or incident of incoming calls will result in the loss of 50 percent or more of the intern’s Professional Disposition points.
2. Candidate Late Work – **any assignment submitted late will automatically receive a 50 percent reduction in value. Assignments more than one week late will not be accepted.** This is regrettable in that it is recognized that candidates lead active and sometimes stressful lives but assignments are structured to coincide with ongoing course activity, thus timeliness is relevant to facilitate professional growth as well as to enhance content understanding. Moreover, instructor’s use of time is also of great value and incessant regression to administer to late submissions constitutes abuse of instructor’s professional and personal timelines.

**Suggestion:** To assist candidates in their record keeping I have provided you with an **Assignment Calendar** so that you may maintain a log of **Assignments Due** and possess an ongoing record of all assignments submitted and returned. This implies that you should **keep all graded assignments and compare them to Assignments Due** in order to protect yourself and your academic progress in this course. Record keeping is a professional organizational skill so begin now to develop this ability.

3. Students in the Secondary and all levels of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” must repeat the course and earn a “C” or better before the course counts toward certification.

**Failure Clause** - Candidates can immediately earn an F in the Internship due to any of the following issues:

- **Your placement site asks for you to be removed**
- **You have more than 5 absences or 10 late arrivals**
- **You have violated school policy / you have violated university policy**
- **You have violated the Texas Code of Ethics**
- **You have violated any state or federal law**
- **You have committed any other egregious acts of non-professional behavior**