Motivating and Managing the Active Learning Environment

Instructors: Dr. Heather Olson Beal  
Dr. Lauren Burrow  

Pronouns: she/her/hers  

Office: ECRC 201-0  
ECRC 201N  

Office Hours: T & Th, 1-4  
9-2, F via GroupMe  

Email: email through D2L  

**when emailing, PLEASE email BOTH of your instructors at the same time. THANK YOU!**

Course Time: W, 4:00-6:30  
Location: Online, via Zoom  
Credits: 3 hours

Prerequisites: HMS 203, SED 370, SED 371, SED 372 and Admission to the Educator Preparation Program

I. Course Description: This course provides knowledge and skills that will enable candidates 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. Prerequisites: HMS 203, SED 370, SED 371, and SED 372 and admission to the Educator Preparation Program. This course is a prerequisite for Student Teaching.

This course includes a critical assignment related to accountability and accreditation. The Classroom Management Plan assignment will be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education.

Course Justification: SEED 4360 (3 credits) meets once a week for 150 minutes for 15 weeks. Outside of class work includes clinical partnership experiences with community partners, reading assignments, written reflections, and a creation of a classroom management plan. Outside activities average a minimum of six hours each week for 15 weeks.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

This course fulfills the following university and program learning outcomes:

University Core Values  
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

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

**Candidate Learning Outcomes:**
- analyze different theories of classroom management.
- understand ethical and moral issues of classroom management.
- evaluate the efficacy of different classroom management techniques.
- be able to effectively apply appropriate techniques of classroom management.
- describe and apply ways of meeting the cognitive, social, and emotional needs of all students.
- understand and agree to abide by the legal, ethical and professional responsibilities related to teaching and classroom management.
- analyze classroom management case studies involving diverse classroom issues and students.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology (due dates TBD):**

**A. Readyng Work (20%)**

Before each class meeting, teacher candidates will submit their Readying Work to the appropriate dropbox in D2L. Readying work will serve to document attendance, prepare students for class discussions and activities, and demonstrate knowledge, understanding, and skill development.

Each class period, each student will be given from 0-3 points for their readying work.

- 3 = correct responses to questions/activities, demonstrated thorough understanding and preparation
- 2 = some correct responses, some demonstration of understanding and preparation
- 1 = incorrect or incomplete responses, little demonstration of understanding and preparation
- 0 = did not submit

We have 13 class meetings. 13 class meetings X 3 max points per meeting = 39 points possible

Student’s Readying Work points / 39 points possible = Readying Work Grade

**B. Attendance and Engagement (15%):** Attendance and engagement in class meetings is critical and will be documented via a “Class Checkout” form.

Due to the social constructivist nature of our course it is expected that all teacher candidates arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Candidates will be allowed **ONE absence per semester (known as a “personal day”)**; advance notice of absence is expected, when possible. For every absence from a class meeting/required activity (after the first one), candidates will earn a full letter grade deduction from their final course grade. After two absences (not
including your “personal day”), a program continuation meeting will be called between professors and the teacher candidate and failure of the course may be warranted.

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

To keep up with course knowledge progress, make-up work for all absences may be expected and failure to complete it could result in grade penalties.

*This policy is subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the teacher candidate; it is the responsibility of the teacher candidate to communicate extenuating circumstances/emergencies in a timely fashion. Final decisions regarding grades will be at the professional discretion of the professors.*

C. Library Partner Teaching Experiences (15%): Candidates will engage in two types of teaching experiences in conjunction with the Nacogdoches Public Library (NPL). Both can and should be listed on your professional resume!

1) Lesson Activities: Candidates will teach, online, two fun activity lessons in partnership with the NPL. Details about days/times will be provided in D2L and in a Zoom class meeting.

2) Homework Help: Candidates will provide one hour of weekly “Homework Help”—again, in partnership with the NPL—to local students. Details about days/times will be provided in D2L and in a Zoom meeting.

D. Community Show-Ups (15%): Candidates will attend and engage in community events and professional development and will reflect (in writing) on what they learned from attending the event that will pertinent to their future teaching careers. *Events will be announced in D2L and in a Google Calendar.*

E. Classroom Management Plan (35%). Over the course of the semester, candidates will submit components of a classroom management plan. Feedback will be given on each submitted piece. As the semester progresses, candidates will revise pieces of the project based on feedback and new learning/growth/field experiences in 450L. Candidates will submit a revised and complete classroom management plan at the end of the semester to both D2L and to LiveText. Students cannot receive a passing grade in the course if the Classroom Management Plan is not submitted to LiveText.

**QUALITY OF ASSIGNMENTS:**

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

**ASSIGNMENT POLICY:**

Candidates must complete and submit all assignments on time and come prepared to engage in all class discussions/activities. ALL assignments must be completed in order to earn an A in the course. There is a 24-
hour grace period for late work acceptance with no grade deduction. Late work submitted after this period will be accepted at the instructors’ discretion based on the student’s pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result. Please note, in-class engagement assignments cannot generally be made up. **It is the responsibility of the candidate to communicate to the instructors about extenuating circumstances/emergencies (preferably BEFORE assignment submission is due) to allow the professors an opportunity to consider if a makeup option/late work can be accepted.** Final decisions regarding grades will be at the professional discretion of the professors.

IV. Evaluation and Assessment (Grading):
Candidate grades will be determined by the following criteria:

To determine your grade, take the 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

Candidates in the secondary education and EC-12 education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/ level. A candidate earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

V. TENTATIVE COURSE CALENDAR (see course timeline and due dates in D2L):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., Aug 26</td>
<td>Intro. / Orientation to CREATE / Nacogdoches – [cancelled due to Hurricane Laura]</td>
</tr>
<tr>
<td>Wed., Sept. 2</td>
<td>Setting Remote Learning Norms Together + Nac ISD: A Snapshot</td>
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<tr>
<td>Wed., Sept. 9</td>
<td>Classroom Management / Motivation Theories</td>
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<tr>
<td>Wed., Sept. 16</td>
<td>CHAMPS</td>
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<tr>
<td>Wed., Sept. 23</td>
<td>Rules and Routines</td>
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<tr>
<td>Wed., Sept. 30</td>
<td>Physical and Digital Class Set-up</td>
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<tr>
<td>Wed., Oct. 7</td>
<td>1st Days of School / Classroom Procedures</td>
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<tr>
<td>Wed., Oct. 14</td>
<td>Criminalization of the Poor</td>
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<tr>
<td>Wed., Oct. 21</td>
<td>Culturally Responsive Teaching / ABAR</td>
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<tr>
<td>Wed., Oct. 28</td>
<td>Parent Communications and Meetings</td>
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<tr>
<td>Wed., Nov. 4</td>
<td>School-to-Prison Pipeline / Zero Tolerance Policies</td>
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<tr>
<td>Wed., Nov. 11</td>
<td>Trauma-Informed Teaching / Restorative Justice</td>
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<tr>
<td>Wed., Nov. 28</td>
<td>Immigrants Rights / Serving ELLs and their Families</td>
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<tr>
<td>Wed., Nov. 25</td>
<td>HOLIDAY</td>
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<tr>
<td>Wed., Dec. 2</td>
<td>Working with School Personnel</td>
</tr>
<tr>
<td>Wed., Dec. 9</td>
<td><strong>Final Exam Period, 4:15-6:45 p.m.</strong> Student Presentations</td>
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VI. Readings:

There is no required textbook for this course. I work hard to reduce the costs you will incur for taking my courses. That means choosing publicly available course readings and materials as much as possible.

Research-based literature supporting the course content:
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 Perkins 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: Found at http://www.sfasu.edu/policies/

A. 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 (including the first 12 day attendance report) 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

B. 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, 936-468-3004 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/
C. Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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).

D. 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.

E. Student Code of Conduct: Policy 10.4

Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

F. Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

1. Provide one of the following primary ID documents: passport, driver’s 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.
2. 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

H. LiveText

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

IX. Other Relevant Course Information:

A. Students experiencing food insecurity:

Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201: http://sfasu.edu/studentaffairs/1319.asp

B. Students with DACA status:

Letter from (former) President Patillo, SFASU (Fall 2017)

Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,
C. COVID-19 MASK POLICY

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


D. CHILDREN IN VIRTUAL SESSIONS

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.
4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.
6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting as part of a job).