Secondary Education and Educational Leadership  
SEED 4360  
Motivating and Managing the Active Learning Environment  
Fall 2020

Instructor: William S. Davis, Ph.D.  
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Office: ECRC 201U  
Course Time & Location: Hybrid: Tuesdays online on Brightspace, Thursdays on Zoom 11am-12:15pm  
Credits: 3  
Office Hours: Mon-Fri, 2-3pm, or by appointment

Prerequisites: None

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. Prerequisites: HMS 203, SEED 370, SEED 371, and SEED 372 and admission to Teacher Education.

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 write 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 noninstructional 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.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
1. Critical Presentations of Management Approaches: Students will present in a small group on one of the many approaches to classroom management and motivation. Students will employ a critical perspective toward the theoretical assumptions of the approach and its support of an equitable classroom environment. (100 points)

2. Classroom Management Case Study: Students will complete a case study of a secondary education classroom. (100 points)

3. Classroom Management Plan: Students will create a classroom management plan for their future classrooms. (100 points)

4. Weekly Reflective Journals: Students will reflect on course topics and writing prompts on a weekly basis. Entries should be dated. (13 @ 10pts = 130 points)

Total = 430 points

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 proofread 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.

IV. Evaluation and Assessment (Grading):
Student 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

V. Tentative Course Outline/Calendar:
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Due</th>
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<tbody>
<tr>
<td>Aug 25/27</td>
<td>Introductions; What is “classroom management?” Critical Perspective on Management</td>
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<tr>
<td>Sep 1/3</td>
<td>Behaviorism, Assertive Discipline, Applied Behavior Analysis</td>
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<tr>
<td>Sep 8/10</td>
<td>(1) Social Constructivism</td>
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<td>Sep 15/17</td>
<td>(2) Differentiated Instruction</td>
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<tr>
<td>Sep 22/24</td>
<td>(3) Social Emotional Learning</td>
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<td>Sep 29/Oct 1</td>
<td>(4) Self-Determination Theory</td>
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<tr>
<td>Oct 6/8</td>
<td>(5) Montessori Approach and Waldorf/Steiner</td>
<td>Management Case Study</td>
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<tr>
<td>Oct 13/15</td>
<td>(6) Democratic Education and the Sudbury Model</td>
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<tr>
<td>Oct 20/22</td>
<td>Management Case Study Presentations</td>
<td>Classroom Management Plan Draft</td>
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<tr>
<td>Oct 27/29</td>
<td>(7) Culturally Sustaining Pedagogy, Anti-Racist Education</td>
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<tr>
<td>Nov 3/5</td>
<td>Culturally Sustaining Pedagogy, Anti-Racist Education</td>
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<tr>
<td>Nov 10/12</td>
<td>(8) Restorative Practices</td>
<td>Classroom Management Plan Draft</td>
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<tr>
<td>Nov 17/19</td>
<td>Restorative Practices</td>
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<tr>
<td>Nov 24/26</td>
<td>--Thanksgiving Break--</td>
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<tr>
<td>Dec 1/3</td>
<td>Management Plan Presentations</td>
<td>Classroom Management Plan</td>
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<tr>
<td>Dec 8/10</td>
<td>--Final Exams Week--</td>
<td>Revisions to Plan</td>
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VI. Readings:
There is no required textbook for this course. Readings will mostly be posted on the Brightspace course page. Students must also have access to the SFASU library search system to access some articles and ebooks.

LiveText
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.

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

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:

Attendance

Attendance is mandatory. This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter.

Students with Disabilities

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) 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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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 Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
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.

Undergraduate Teacher Certification

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

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.

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.

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: