Department of Secondary Education & Educational Leadership

SED 460.003

Motivating and Managing the Active Learning Environment

Fall 2018

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Course Time & Location: TR 2:00 –3:15 / MKB 451  
Office Hours: M 10-12, T 10-11; W 10-12; by Appt.  
E-mail: armstronn@sfasu.edu  
Course Credit: 3 Hrs

Prerequisites: HMS 203, SED 370, SED 371, SED 372, and Admission to Teacher Education

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):
A complete list of the state and national standards associated with this course is located on the Perkins College of Education (PCOE) website.

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

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 complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at:

III. 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: September 4th 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: September 25th and 27th /October 2nd and 4th.

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: November 29th.

5. Mid-Term (100 pts.) / Rough Draft Classroom Management Plan. Due: October 16th.

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: November 15th.

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: December 6th.

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, December 11th. (2:00 – 3:15).

9. Professional Dispositions [Pre-Service Teacher Appraisal] (10 pts. per day) (280 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.) 28 class meetings during the semester: 140 pts.
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 (28 meetings @ 5 pts per): 140 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: (28 class meetings @ 5 pts. per session) 140 pts.
2) Participation: (28 class meeting @ 5 pts. per session) 140 pts.
3) Professional Dispositions: (collaboration, preparation, professionalism @ 10 pts. per
class) 280 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: 50 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: 1580

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 / Teaching vs Facilitating
Week Two:    Classroom Management Activity; Lesson Plan Review / Abstract #1 due
Week Three:  Classroom Management Activity; Reading Facilitation 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:  Classroom Management Debriefing; Facilitation # 4
Week Eight:  Abstract # 4 due / Mid-Term due; Facilitation #5
Week Nine:   Intro: Differentiated Instruction; Facilitation # 6
Week Ten:    Intro: CCRS / Abstract # 5 due; Facilitation # 7
Week Eleven: Cooperative Learning Review / Reading Facilitation # 8
Week Twelve: Abstract # 7 / Classroom Instruction Plan due.

THANKSGIVING BREAK -------THANKSGIVING BREAK

Week Thirteen: Final Classroom Management Plan due / Intro Project-Based Learning
Week Fourteen: DEAD WEEK / Resource Binder Review
Week Fifteen:  FINALS WEEK

V. Readings:

1. SED 460 Course Packet

2. Selected additional readings as assigned / provided by instructor

Other Researched-Based Readings:

Vol. 61, Pg. 6-13.


FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
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.

VI. 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.
VII. 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/](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,
arbitrarily 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:

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.


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

1. 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/.

2. 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.texes.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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

VIII. 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